# RECREATION Formerly THE PLAYEROUND

- April 1934 -

An Orthopedic Playground

By James A. Scott

A Circulating Picture Club

Achieving Satisfactory Companionship

By Clarence Arthur Peny

The New Leisure—A Curse or a Blessing?

By Earnest Elmo Calkins

A Model Aeroplane Association and How It Grew

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# RECREATION

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### For the Children

WE ARE NOT sure of the future. But we do have the present.

At least while we build for the best future we can we know that the children must be kept happy. Bread and a bed are not enough. There must be singing and dancing and games and laughter—for children cannot be children in a world without joy and happiness.

Now is no time to be yourself if your natural self is dull and drab and listless. Rather it is the time to act, to act as if one were alive, as if one were lighthearted because homes and cities are full of little children.

Now is the time for color. Now is the time for pageantry.

Not to keep our lakes cleared for ice skating, not to secure the maximum use of our beaches for swimming, not to keep playgrounds open, not to provide leadership for our glee clubs, our orchestras, our drama groups,—is to show that we are not thoroughbreds, that we are lacking in the fundamentals, that the stuff is not in us, that as people we cannot keep a stiff upper lip in adversity—for always and everywhere men who were men have placed their children first and have done their best to keep children free from care, gay and joyous.

Land we have in plenty for play, and of time for leadership there is no scarcity except as we create it. The cost of music and laughter for children is largely, though not altogether, in thoughtfulness, in taking pains, in really caring.

Children, however, cannot be happy in an idle world nor in a world of glum grown-ups. We must provide for activity for ourselves and all grown-ups if we are truly to keep our children happy.

If we are not willing or able to provide work for all—then we must give all a chance to be active in sport, in art, in making things, in make believe, in music, in living, so that life does not stagnate and make our children old before their time. Now is the time to keep life enriched—not to make it more barren—because—Thank God—there are the children!

HOWARD BRAUCHER.



A Social Hour at One of Oak Park's Playground Field Houses

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# Volunteer Opportunities in the

# Public Recreation Program

REALLY intelligent service in health, family, child or community welfare can be rendered only by those who have some understanding and appreciation of the entire field of social work. A most zealous service in one organization, performed in ignorance of or indifference toward another, defeats even the pur-

poses of the organization in whose name it is rendered. All are working toward a healthier, happier, nobler race, but none will accomplish his purpose unless each sees his place in the common

plan.

With this creed as our fundamental principle, I shall now for the sake of brevity and clarity confine what I have to say to the field of public recreation, although much that I shall say is directly applicable to the Y.M.C.A., Y.W.C.A., Girl Scouts, Boy Scouts and Settlements, and could even be applied to other human welfare services.

#### The Philosophy of Public Recreation

Public recreation programs now being conducted in 1,012 cities in the United States are based upon a simple and sound philosophy which may be stated briefly:

The child whose life is filled with wholesome, happy, enriching and ennobling experiences will form the habit of right thinking, feeling and doing.

Youth, eager for adventure, will take it—good or bad—as his community offers.

A normal boy will throw stones or balls with equal zest. If his community offers him balls, he may become the hero of the college stadium; if stones, he may fall into crime.

By CORINNE FONDE

At the district conference of the Junior League held January the twenty-fifth, in Oklahoma City, Miss Fondé, the Superintendent of the Recreation Department, Houston, Texas, suggested a number of channels of service for the volunteer.

The normal girl desires admiration, beauty, companionship, romance. She will respond in kind to nice parties, artistic surroundings and chivalry, or to the temptations of the commercial dance hall or road house.

Family life is healthy if it kicks its heels; the family that plays together stays together.

Young people are safer in their own circle of friends, in their own neighborhood where they are known, than they are where they are not known. (We all do things among strangers that we would not do among friends.)

Our common quest as human beings is for happiness. Happiness makes us healthy, sane, kind, thoughtful, ambitious, energetic, good citizens.

All of us—the girl in Shrimp Alley and you and I—need more than food, shelter, raiment, or even health. These we must have to live, but we find our happiness in the wonders and beauties of our world, in satisfying human relationships, in wholesome physical exercise, in the expression of the God-given talents of language, music, art, drama, and in civic and religious service.

Ninety percent of us must do a great deal of plain hard work to earn our three meals and a bed, but the man who tends a machine and the girl who measures and sells ribbons all day, in so doing exercise only an infinitesimal part of themselves, and they become damaged human beings unless their community offers them the opportunity to express other talents and interests in their leisure hours.

Dr. L. P. Jacks, the eminent English philosopher and author, who last year toured our country in the interests of public recreation, says this damaged class represents 60 per cent of our population; that they breed faster than the rest of us and that therefore our neglect of them threatens to bankrupt our civilization. He goes so far as to say:

"If Christ should come today, He would soon be finding His way to the children's playgrounds and community centers where He would have an encouraging word to say to the men and women (of like mind with His own) who are helping young people to recover the best radiance of His religion in the joys of creative activity. I think He would busy Himself first and last with recreation."

Dr. Jacks defines recreation as "the re-creation of something that gets damaged in human beings—the repair of human damage where it is repairable—and the prevention of it in the rising generation." He believes, with great health, crime and mental hygiene authorities, that if cities will spend more for carefully planned, manned and equipped re-creation programs, they will spend far less for corrective clinics, probation work, jails, criminal courts, hospitals and asylums; that when we have learned wisdom public recreation will be as universal as public education, not for sentimental reasons or as somebody's fad, but be-

cause it is necessary to the preservation of the human race.

#### Volunteer Service

A program of public recreation should have trained, skilled leadership with high gifts of intelligence, of imagination, human sympathy and understanding—"aristocrats of the human mind, and hand and soul."

But the more gifted the professional recreation leader, the better he knows the necessity and importance of wise, strong citizen backing, the more he realizes that he must have and hold a recreation board of high-minded, public-spirited citizens if he is to have and hold an adequate program and budget. 0

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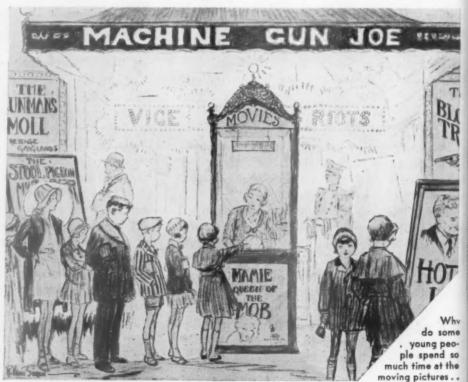
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H. S. Braucher, Secretary of the National Recreation Association, stresses the value of such a group when he says: "There is distinct need for volunteer associations and committees to stand back of the municipal body to help in safeguarding budgets and in interpreting the recreation movement to the public. Such groups, generally known as recreation councils, are functioning in a number of cities and are giving invaluable service in the present crisis."

And here is one of the places where I can see the Junior League in the picture. As I see it, you of the privileged group in our cities have the background and the power to help organize such councils and make them effective, although their membership should be representative of all interests of the city. If this idea appeals to you, I would advise you to discuss it with your local recreation executive. Being human we recreation executives each have our own ideas of organization, but we also welcome the perspective of the lay person, especially when that person is ready to roll up her sleeves and help.

The second volunteer opportunity that I would



Courtesy The Parents' Magasine, New York

offer you is that of serving as board or committee member. I think your Leagues can make no greater civic and social contribution than that of training your members for intelligent, responsible board and committee service.

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Some recreation departments make use of committees to sponsor particular branches of their work such as playgrounds, community centers, community music, drama, athletics and other activities. One of the most effective pieces of committee work in our Houston Recreation Department is that of the Public Relations Committee whose members assume the simple obligation of going to see and of taking others to see what is being done in playgrounds and recreation centers, and to talk with their friends about it if they find it worth while.

The third volunteer opportunity I would suggest is that of personal leadership of any group activity for which you are prepared—girls' clubs, boys' clubs, choruses, glee clubs, athletics, dramatics, crafts, story hours, nature hikes. For any special skill you may have there is a volunteer leadership opportunity

awaiting you on the playground — a chance

to broaden your own horizon and to become a cherished influence in the lives of young people in the formative period, who are usually less privileged than you have been.

#### Special Junior League Services

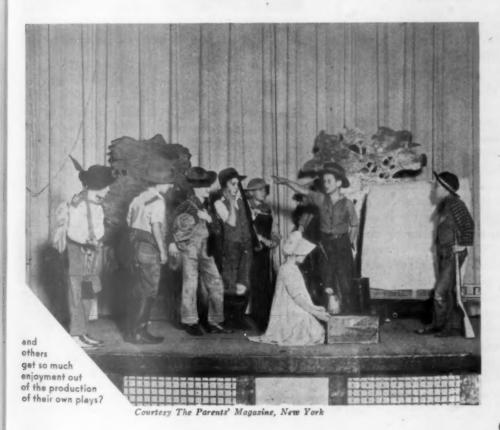
An outstanding Junior League contribution to public recreation is being made by your Children's Theater in Houston, and I understand that other cities are benefiting in the same way. All dramatic efforts hold tremendous opportunities for public recreation service, and in the field of music and art there are similar possibilities. Many of our musicians find satisfactory audiences in our community centers. Our Houston artists hang pictures in our recreation club house, and one of them has had a very wonderful response to the creative art class for which she has volunteered. Under C.W.A. we have been able to employ one of her outstanding pupils who is recruiting for her in neighborhood centers, and she is now looking forward to the day when she may have "a municipal art sanctum sanctorum," as

> she calls it, where the only price of admission to any boy, girl, man or woman, will be the desire to create through the medium of art.

You have artists and musicians, as well as dramatic talent in your group.

This brings me to another type of service which is the sponsorship of special public recreation projects which the municipality is not ready to undertake. Think of what it would mean to a city for its Junior League to build a municipal "sanctum sanctorum" for creative art!

(Continued on page 39)



Where is there to be found a richer field of activity for the volunteer than that offered by drama?

# A Model Aeroplane Association and How It Grew

By CHARLES H. ENGLISH
Executive Secretary
Playgrounds and Recreation Association
Philadelphia, Pa.

ARE THERE any questions which should be answered by an executive before he considers launching a community-wide project? Most assuredly! And if preliminary investigations and planning are sound, needed confidence is created that the undertaking can be developed into a workable service.

The methods which certain chain stores use in determining where they shall locate branch stores are noteworthy. Nothing is taken for granted. Superficial evidence of nearby competition of apparent concentration of crowds or the influence of other business houses in the vicinity are not recognized until proved through rigid tests. Some of their studies seem almost unrelated to the objective sought, yet when all elements are considered they can chart the business volume and forecast trade expectancy for indefinite periods of time.

Since the methods of these commercial groups have proved successful, might not the same spirit of research be adopted in the planning done by recreation workers so that we may be more sure of our foundation before building a project? We have all of us been guilty of starting activities from an impulse; of venturing into the promotion of projects from emotional urges. We rightfully covet the spirit of adventure, and we need to respond to human impulses. Both are often the genesis of excellent ideas for projects. Instead of assuring ourselves that ideas formulated in this manner can be relied upon it is wiser to temper



Courtesy Philadelphia Model Aeroplane Association

"It's thus men climb the stars"

them, before final decisions are made, with investigation and practical soundness. Forecasting human behavior responses and activities in the recreation field are much less certain than in the business world. Consequently we need to develop a better technique.

In contemplating the promotion of projects the following questions may well be asked:

- Will the project render a genuine service to the community? Make sure that your premise as to the need for this service has been indicated by the community from reliable sources.
- 2. Is the community ready for its reception? Discover the direct or allied interests that may be recruited for the project. Will these groups be large enough to launch the movement or does the project require quantity participation in order to be considered successful? If in the beginning the percentage of participation is necessarily small, has the project elements that would insure continuous growth and popularity?
- 3. Is the project essentially educational in character? If it does not measure up to the more recent concept of educational practices is it likely to gain respect and support from the community?

4. Will the project appeal to the general community or to a restricted population? In case of the latter, can you justify the higher ratio of per capita expenditure of funds or leadership services?

5. Will the project require a budget and the services of executive leadership which would be in proper balance to the general program already in operation?

6. Will the project provide publicity material which will be helpful to the local recreation movement?

7. Will the project require volunteer leadership in addition to paid staff? If so, have you developed methods of recruiting and training?

8. How about facility requirements? Are the facilities readily accessible to your interested public and may they be used without burdensome fees?

9. Does the project require personal equipment or supplies that are prohibitive to a majority interested? If so, can a plan be evolved that would lower the cost to a level within reach of everyone?

10. Will the project reflect genuine credit to your organization?

11. If you are in need of strengthening your department, will this project serve that purpose better than another?

If the proposed project meets the requirements of these eleven questions and you have educated the authorities to whom you are responsible so that they are friendly to the general idea and have given their sanction to the plan, then you have laid a pretty good foundation upon which to build a successful activity.

In the development of the Philadelphia Model Aeroplane Association we applied these questions as a preliminary test in determining the advisability of inaugurating the movement. The steps taken in chronological order were as follows:

#### The Analysis

The youth of America did as much to develop the radio as the scientific inventors. Since the successful flight of the Wright Brothers at Kitty Hawk, youth has been as anxious as adults, or perhaps more so, to fly in aeroplanes. Youth finds in model building the opportunity of experimentation in the fascinating science of aeronautics. Every boy secretly cherishes the hope he is preparing himself for the time when he can "sit in

the cockpit" and use the "joy stick" in a man-carrying ship.

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Model building is difficult enough mechanically to challenge boys to achieve success and it satisfies those with mechanistic aptitudes. Another very important element in this craft project is that after a boy has spent hours of study and workmanship he can "do something with the product."

The Recreation Board of Lincoln, Nebraska, employs a young man who has been in commercial aviation to teach model airplane building in the homes of boys in all parts of the city. Any group of boys over twelve years of age may meet with him regularly in one of the shops or in their homes. An advantage of this plan is the contact with the homes which it affords the Recreation Board.

Experimentally, model building seems to have no limitations. As long as aeroplanes are flying the skies, as long as adults manifest such tremendous interest, as long as boys are told that the "game" has great possibilities for them, youth will be genuinely enthusiastic in model aeroplane building and will accept it as its special field in the most fascinating sport of the present day—provided it has the opportunity to participate in a well-organized model aeroplane movement.

The project has an impressive array of elements that make for a successful activity—educational features, the satisfaction of mechanical urges and of the experimental and inventive spirit, continued growth, as the goals are always ahead, sustained interest without regard to age, occupation of an amazing number of leisure hours (some models have taken 1500 hours to complete) and the opportunity to test one's skill in flying models at tournaments or at non-flying Scale Model Contests.

Considering that this does not exhaust the list, will you agree with me that there are few, if any, projects that have a better chance to develop a following than model aeroplane building.

#### The Investigation

Determined that our Association should add model aeroplane building to its services, we surveyed the situation through the following procedure:

 We took steps to learn whether there was an interest in this field and if the youth in our city was organized into workable units. A commercial concern had developed a loose organization. Only one high school was teaching model building. Boys by the hundreds were experimenting in their homes and the sale of model aeroplane literature was revealing.

School authorities agreed to a plan to permit demonstrations in Junior and Senior High Schools at assembly periods and to encourage teachers to act as adult leaders for interested students.

 We surveyed possible facilities for holding indoor contests and finally gained permission to use the larg-

est Armory in the city on Saturday afternoons. For outdoor meets we decided to use an 80 acre tract of land free from buildings and trees, located within a reasonable distance to city transportation facilities.

4. The next step was to find a technically trained leader. Should we select an aviator of reputation, who would be free to work on a part-time basis? Should we attempt to secure a leader on a full-time basis? Full-time employment was found to be financially prohibitive. The Director of the Industrial Arts Department of the



Philadelphia schools recommended the only high school teacher who was teaching model building as an extra curriculum subject. That teacher represented just what we wanted, a man who knew how to instruct, one who was very enthusiastic, and in addition was a licensed pilot. He was willing to instruct and demonstrate to groups during after-school periods and to accept evening assignments. He was to be paid for services on a per assignment basis.

- 5. We found that the materials used in building models were very expensive, in fact prohibitive, for a majority of boys. We determined to overcome this handicap by establishing a model aeroplane store for members only. By pricing materials at 20 to 25% above wholesale lists we were able to pay the rental of the small store room and employ a storekeeper. The storekeeper selected was a young man in senior high school who was the outstanding model builder in the city. He would give valuable advice as well as functioning as the storekeeper.
- 6. The next step was to secure a medium of stimulation and public information. We approached the newspaper that had the largest circulation, whose ideas on promotion were conservative and whose policy seemed to be educationally constructive. The promotional department was receptive but only after a most careful plan had been presented. The newspaper agreed to assign a reporter, offer daily space and on Satdays, in conjunction with an aviation page, to present drawings and extensive feature articles on the work. The newspaper further agreed not to take credit for their part in the project. They were willing to be known as one of the sponsors of the movement but the usual blatant credit line in the daily stories was to be taboo.
- 7. The members of the Aero Club of Pennsylvania were requested to organize a special committee to be responsible for the conduct of all contests of the Model Association. Since the Club was a unit of the National Aeronautical Association, the tie-up was impressive. They agreed to be one of the sponsors of the project and elected their vice-president to be the chairman of the tournament committee.
- 8. With this preliminary set-up, the next step was to secure approval of the plan from the Board of Directors of the Playgrounds and Recreation Association, suggesting that they become one of the sponsors, assuming the responsibility of organization and direction of the project. It would involve assigning its executive secretary to direct the Model Association, of the office secretary to do the clerical work, to operate the membership store and, in general, be responsible for the development of the entire movement. The plan was adopted.

9. Achievements to date: Three important organizations had agreed to be co-sponsors of the project, each assuming definite responsibilities as follows: publicity, direction of all contests and general organization and direction of the movement. The schools had agreed to permit demonstrations and organization of groups. We had selected a technical director to be known as Field Director. Facilities for indoor and outdoor contests had been secured. A membership supply store had been planned. And we had determined there was a genuine need for such a service.

Then came the problem of finance. The Playgrounds and Recreation Association of Philadelphia was lending the services of its executive secretary and office secre-

tary and could do no more. The Aero Club members were unable to provide a budget. The newspaper, the third sponsor, had already shown an unusually generous attitude. Would it come to the rescue? Its officials provided the needed budget and have continued to do so for the past five years.

## The Organization of the Philadelphia Model Aeroplane Association

The Association is organized into units known as chapters with a minimum of ten and not more than fifteen members. Each chapter must have an adult leader over twenty-one years of age known as the sponsor. A sponsor can, of course, have more than one chapter under his jurisdiction; in fact, he can have as many as it takes to accommodate his entire group. The chapters are encouraged to have officers and junior leaders similar to Boy Scout troops. The age classification is as follows: Junior club members who are twelve years of age and have not yet attained their sixteenth birthday, and senior club members, older boys from sixteen to twenty-one years of age.

Expense. The P. M. A. A. requires no fees from its chapters. The only expense involved is that which the chapter itself may require.

Service to the Chapters. The P.M.A.A. employs directors who are expert teachers in the construction and flying of model aeroplanes. These leaders are available to meet with chapters when organized giving instructions and a demonstration. The services of these directors are without cost to the chapter.

The Association, in addition, conducts demonstrations in school assemblies, operates a store, awards pins and memberships, arranges monthly contests and promotes major tournaments in the spring (indoor and outdoor) to declare champion-

ships. Further, the Association offers suitable awards, acts as a clearing house for the activities of the chapters, aiding them in every possible way, maintains an instruction class for sponsors each Monday evening from 7:30 to 9:30, and holds a training school at the armory. All sponsors are invited to attend the instruction classes, particularly those who have had no previous experience in model building.

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Membership Classifications. There are three classifications for which a member may strive and for which he may receive pins without cost.

This Student Pin-nicknamed "Grease Monkey." bronze pin, a Wright whirlwind motor and propeller is awarded by the sponsor after the following tests have been passed:

Specifications—R. O. G. Class A. Requirements—R. O. G. 15 seconds reaching 6 feet in height

H. L. 30 seconds Written test-70%

- Aviator Pin-nicknamed "Pilot"-a silver pin of the This is awarded by the field director same design. for successful performance in the following:
  - A. Indoor endurance pusher-Class B, C or D Flight of not less than two minutes duration
  - B. Fuselage-Class B, C or D Flight of 30 seconds from take off
  - C. R. O. G.-Class A Flight of 11/2 minutes
  - D. Hydro-aeroplane-Class A or B Flight of 1 minute

An R.O.G. model may be used by adding NOTE: floats

Glider-Class A. Correct as to general detail Glide 50 feet from hand launching

These tests are given twice a month at the training sessions.

Ace Pin-nicknamed "Ace"-a gold pin. This is given after the following tests have been passed:

In this third and highest award of merit, the intention is to stimulate an enduring interest in the science of aviation. To this end the member is expected to read such matter on the subject as will inform him of the latest accomplishments in this field. He is also expected to give a short outline account of the history of aviation, touching on names famous in early days of aviation, outstanding events and achievements in this and other countries to the present time, types of planes, etc.

The model requirements for this grade, for which the pin is awarded, are:

- A. Indoor flight record of 9½ minutes. Class A, B, C or D.
- B. Outdoor flight record of 4 minutes. Class D, E or F.
- C. Miniature model biplane and monoplane.

Flying scale model-variations permitted-diameter propeller with compensating landing gear and 10% increased area empennage surface. The ship must ascend to a reasonable height, fly smoothly, and glide downward to a proper landing. Straight flight reach-ing 5 feet in altitude. Circular flight to the right a 360° turn. Circular flight to the left a 360° turn.



Present the field director with a drawing and reproduced photograph of the ship. Drawing should contain sufficient dimensions to check the scale.

This test is purposely made very difficult so that when the member qualifies, it represents the highest achievement of the Association. It would correspond to the "Eagle" of the Scouts. Only three "ACE" pins have thus far been awarded.

Note: Class A, B, C, etc., are those of the National Aeronautical Association classifications.

Adult Sponsors' Class. Model building is quite technical. Many of the volunteer sponsors are interested in leading Chapters but lack the knowledge that is helpful in properly developing the members. A class was instituted, which meets weekly, and under the guidance of the field director sponsors build and fly all of the models required. Organization problems are discussed as are the newest devices and methods in both building and flying.

Solid Scale Models. The Scale Model Division was organized last October, when the world famous Franklin Institute recognized the P.M.A. A. and invited its members to make accurate scale models for exhibition in the Institute's Aeronautical Section. The director of this section has requested the members to build 89 (absolutely to scale) ships covering the first successfully flown aeroplane down to the present day types. For each model accepted, the builder will receive a medal from the Institute and have his name placed on the Honor Roll.

The Scale Model Division offers a challenge to members to continue in the model work after they have tired of building flying models, have won enough honors to satisfy them, or have reached the age where they consider flying beneath their dignity. In addition there are always groups of boys whose interest is in scale model building (non-flying) and nothing else. Therefore the Franklin Institute's request was a most happy solution to these problems. Other cities may find it helpful to set up a permanent exhibition in some museum or other public institution as a stimulation and recognition to those members skilled in building scale models.

In the Aeronautical Section of the Franklin Institute is a section devoted exclusively to P.M. A.A. activities. There is a case showing all materials used in building models and progressive steps are illustrated in the building of primary ships. Two cases are full of this year's contest record ships.

#### Tournaments and Meets

A contest for Junior members and one for Senior members are held once a month during the indoor season. The two groups are combined at the outdoor contest. The indoor season starts in November and ends in May. The outdoor season is September and October and May and June. In Philadelphia we find the fall outdoor season to be the best flying weather. The Junior and Senior classifications have each two divisions known as Division I and Division 2, as follows:

Division 1—advanced fliers; Division 2—the others. To advance from #2 to #1 members must make flights in three different events equal to minimum flight time Division #1.

Organization of Meets. Members are permitted to register for the meets one hour in advance of the time set for the meet. The registrar examines the ships to see that they are up to regulations. The center of the Armory is roped off and no one is permitted in this space until he has launched his ship. Judges are seated around the

edge of the enclosure. The registrar assigns members to the officials who are judging certain type ships. The afternoon is divided into three 50 minute periods. A gong is used to announce the end of such periods. Each contestant is allowed three flights during the meet but he must make them during the stated time. This distributes the flights over the

entire afternoon. Gas balloons attached to spools of thread are available to dislodge ships caught in girders.

At outdoor meets, the difficulty of following the ships to determine time of flights has been solved in a fairly successful manner by using a set of army field phones. The starter signals the outpost official several hundred yards away when a ship is launched. The outpost watches the ship as long as he can see it and then announces, "Out of sight" or "Down."

With the exception of the scale model contests, we follow the rules and regulations of the National Aeronautical Association.

Awards. At each meet the winners are awarded ribbons for the first, second, third and fourth place. A larger ribbon is awarded the Chapter which has won the greatest number of points. A plaque is awarded the Chapter which has won the greatest number of points for the season. At the indoor and outdoor championships held in June, gold, silver and bronze medals are awarded. This fall the ribbons to be awarded will have unusual significance. The original cloth on the wings of a 1912 Wright Model B aeroplane has been given to the P.M.A.A. for such purpose. Many famous pilots and passengers took flights in this ship 22 years ago.

#### Training Sessions

At least two Saturday afternoons each month a training session for novices is held at the Armory. This plan was inaugurated to overcome two very serious handicaps: (I) To give members a chance to test their ships in a space large enough, since

Philadelphia's experience shows youth willing to accept model aeroplane construction as its special field in the most fascinating of present-day sports.



So great has been the demand for entire

sets of the plans issued in the sponsor-

ing newspaper that a 60-page booklet

was published containing 126 scale

drawings with full instructions for building sixteen ships — elementary in-

door planes, advanced indoor planes,

and outdoor planes. In addition it con-

tains other practical information on

construction, and the national flying

records. The fifth edition of this book will be available about May first from

the Playgrounds and Recreation Asso-

ciation, 1427 Spruce St., Philadelphia.

the ordinary Chapter does not have such facilities; (2) To receive expert criticism and help in their construction and flying problems. Often sponsors are unable to render such service and the novice becomes easily discouraged. With this plan they are encouraged to greater effort and, in addition, may do some flying without thought of competition. In the latter part of the afternoon advanced fliers may also use the armory for tests and experimental flying.

A very important factor in the success of this plan is the type of instruction given. We selected thirty of the most skilled Senior members of the Association to serve as an Instructors' Corps. All thirty are record holders and as such have the respect of the entire membership. These boys feel it an honor to be selected and they know how to

teach and do a better job than do most adults! Each member is given his car fare for each session attended. The corps is divided into two squads. One squad reports on a certain given Saturday of the month and the other at another training session. The field director is in general charge of the sessions and uses this opportunity to give demonstrations. He also gives tests to candidates for Avi-

ator and Ace classifications. This rather simple scheme is one of the best educational projects we have discovered.

#### Advisory Council

In any volunteer leadership organization it is sound practice to seek the advice of the men and women who are directing the work. They rightfully feel that they should have an opportunity to make suggestions to the management, or, at least, have a medium through which they can express their dissatisfaction or offer helpful criticism.

Our first advisory group was comprised of four sponsors and four leaders among the boys, together with the administration officers. The idea in having the boys in the council was to secure their point of view. This scheme did not work out because in the presence of the adult leaders the boys were not so free to express their real thoughts, moreover, the differences of opinion among the adults often gave them an impression

of a division among the leaders that was salutary. Therefore we reorganized, and the boys now have an advisory group of eight members who meet with the director and field director. Their recommendations are presented to the sponsors' advisory group of eight members, who in turn present their findings to the Executive Committee. The latter is made up of the director, the two field directors, the scale model director and the contest registrar. The Executive Committee is the final court of appeal in all matters of controversy and in the formulation of the policies of the Association. Such a plan acts as a balancing wheel. It has worked splendidly.

#### **Educational Demonstrations**

Recruiting of the membership is largely focused

on the demonstrations given at school assemblies. The associate field director, a successful sponsor and a supervisor of one of the largest recreation centers of the city, is available for school assembly addresses up to 2:30 P.M. daily. A typical demonstration is as follows:

A few minutes is devoted to the subject of what the P.M.A.A. is, how it serves members and when and

how the students may join. During the talk the director is unpacking his kit of ships. Next he shows the various materials used in building models. This is followed by the actual flying in the auditorium of the primary ships, i.e., R.O.G., Tractor, Fuselage and Gliders. The flying of the ships is always enthusiastically received. Then a demonstration of a compressed air motor is given, followed by the famous Brown-Bassett gasoline motor. The climax of enthusiasm is reached when this midget motor, weighing only 7 ounces and which turns a 91/2 inch propeller over 2,500 times a minute, is tuned up. (The international record of 28.18 minutes was made with this motor.) At the end of the demonstration there is invariably a strong demand to join the P.M.A.A. In fact, nearly all of our Junior and Senior High Schools, and some grade schools, have Chapters, some as many as ten. Each year new stunts are developed so that principals have no hesitation in scheduling

(Continued on page 41)

# Achieving Satisfactory Companionship

A plan for helping the individual to attain a more satisfying social life.

Not long ago an item appeared in a New York newspaper headed "Would Banish Loneliness, Organizes Young People's Club to Offer Chance for Friendship." The promoter explained his purpose thus:

"Since the city is made up so largely of people who have come from other places to pursue careers, loneliness seems to have been the inevitable lot of many fine girls and men who at the end of the day's work have found themselves too often without friends and acquaintances."

To relieve this situation he had a scheme that offered membership in a social club with a program of regular dances at which new members would be introduced to old members and a 20 per cent surplus of men would always ensure a stag line and a consequent absence of wall flowers. A social paradise!

A later newspaper account described the first dance. There was a good attendance but it included so many odd personalities that the reporter had a perfectly enjoyable time poking fun at the whole affair. Needless to say nothing more has been heard of the venture.

Just after the War a similar project was tried out in New York City. Candidates for membership filled out application forms giving data upon schooling, occupation and the locality applicant came from as well as the names of three character references. If corre-

spondence with the latter brought evidence of nominal respectability, the candidate was admitted, upon paying the membership fee.

The main activity of the Club was a weekly dance in a central, well-appointed hotel. In the ballroom, according to a special rule of the organization, invitations to dance could be extended

In this article Mr. Perry offers a plan which recreation workers and all leaders who are seeking a remedy for the ills of loneliness so prevalent in our large cities will find stimulating. Mr. Perry will, be glad to receive comments on his suggested plan. Have you had experience which would throw light on the practicability of the plan? Here is an opportunity for worthwhile discussion on a vital problem. Let us hear from you.

# By CLARENCE ARTHUR PERRY Russell Sage Foundation

without introductions. Names could then be exchanged voluntarily and any girl desiring to know more about her floor partner could obtain it by resorting to an indexed drawer wherein the personal data supplied by the members were filed. It looked like a promising scheme and it actually ran for a couple of seasons.

The difficulties, however, began with the efforts to recruit members. The men, especially, wanted to "look the bunch over" before signing up. Accordingly a system of guest invitations was devised which enabled certain young men to obtain a preliminary taste of the club's program. What happened was that "many were called" but comparatively few elected to become members, and those who did were not of the most attractive type. Girls were easier to get, but again those who sought the club's privileges included many whose loneliness was obviously due to personality defects rather than a lack of social opportunity. As time went on the socially handicapped of both sexes began to predominate in the membership. They most needed the Club. Naturally they flocked to it. But in doing so they gradually destroyed its drawing power for any other class. Finally they themselves began to stay away. The Club

did for a time produce an income sufficient for current expenses but it never brought in enough to carry the requisite overhead staff.

#### Problems Involved

The Fundamental Difficulty. Any club or organization devoted specifically to the cure of loneliness is bound eventually to acquire, from its very clientele, an unprepossessing reputation. True—not every solitary individual is odd. Some lonely persons are merely unacquainted, but of those who are isolated because of some personal unattractiveness or lack of significance, the number is woefully large. To any institution set up to increase social opportunity, they are sure to swarm in multitudes. This class, rather than the merely strange, will determine its reputation. They themselves will finally flee from it. Manifestly, organized help for the lonely must employ some indirect method.

When we look at the causes of loneliness more closely, it is fairly evident that it may result from either one or both of two conditions:

- (1) Lack of acquaintances due to recent arrival in a particular locality. This deficiency of social contacts is easily corrected by arranging gatherings at which introductions can take place.
- (2) Personality shortcomings which prevent appreciation and response by other indivuals. This is the more frequent cause of loneliness and the most difficult to remove. People in this class may have many acquaintances but they actually have few real friends or close companions. For them the remedy is some process which will enrich, or increase the signifiance of, their personalities.

Of course there are many cases of compara-

tive isolation in which both causes are operative. Such persons enjoy a superficial social life but have no intimate or deep relationships. Oftentimes these individuals have latent qualities which, to be brought out, need only contact with complementary personalities. For them aid may come from any scheme that either extends their acquaintanceships or sharpens and develops their social assets.

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"Become somebody and the world will make a place for you!" This is a good slogan but it does not tell how to do the trick. Essentially the process of becoming "somebody" is that of developing an asset or ability that gives satisfaction to others. A person might be a veritable dumb-bell and yet become an object of interest to his associates merely by learning to play the mouth organ. Then he would have something to give them. Ability to entertain, of any sort, is sound currency in society the world over.

Personality Defects. What are some of the commonest shortcomings that affect an individual's popularity? Obviously the first to be mentioned are those related to personal appearance such as uncleanliness of body or clothing, a faulty complexion, squinting eyes, an ungainly gait, or unsuitable clothes.

Manners show the whole personality in action. They can be as repelling as a foul breath or dirty ears. Similarly a person's speech exhibits his mind in action. The sentiments expressed may reflect a warm heart but if they are wrapped in slovenly diction their winsome effect may be lost. "Nothing to say" when the situation requires conversation is another shortcoming that holds many individuals back socially.

A more subtle effect upon social opportunity is exercised by a person's bearing. By his mien a man discloses the success or the failure of his life's purposes. Through the gait, the pos-



Courtesy Boston Y. W. C. A.

ture, the expression of the countenance, the glint in the eye, or some combination of these, an individual's spirit looks out and reveals to the observant person secrets of the most fundamental import. By the "look" of a man we reach instantly conclusions as to what he really is.

#### Applying Remedies

Here and there one sees an individual who effects a cure apparently unaided. I remember a girl who brought happiness into her rather humdrum life by simple but deliberate means. She was once a rather stiff, pallid creature who had little to say and seldom "went out." Then she formed a plan. She joined a "gym" class for women. Gradually she became supple, her carriage improved, and color came into her cheeks. Next she entered a dancing class. Then she began to look for ideas about dress. Presently she was attending many parties run by a set of which she was a member by virtue of the social qualities she had acquired.

What inspired her plan? Where did she get the ideas she carried out? Some people have the good fortune to receive a training for social life from their parents. They are born into an atmosphere redolent with chat about dress and the latest doings of society. But this girl, like the majority of us, came from humble circumstances, and in addition she had received the kind of upbringing that frowns upon "worldly pleasures." When she went out to work, however, Fate was kind to her. She happened to enter an organization whose staff members were keen about leisure-time activities and from them she received both inspiration and ideas.

The problem is, what organized effort can be made to afford to the many that competence in social adjustment which is generally the heritage of the few?

It is evident that the first need is a new kind of individual counsel service. If a person is ill, his nerves apprise him of the fact and he seeks a physician. But he may be entirely unconscious of his personality defects and have no relative or acquaintance with the ability or the courage to bring them to his attention. I remember a young woman who had a rather conspicuous separation between two front upper teeth. They gave her countenance an odd,

somewhat comic aspect. It was remarked of her that "she parted her teeth in the middle." Many years, vitally important to her marital destiny, passed before she realized the injury to her social opportunities being wrought by this dental defect and had it corrected.

Few people, especially in the cities, exhibit the grosser forms of uncleanliness nowadays. The purveyors of soaps, toilet preparations and cosmetics, with the help of advertising, have done much to make human bodies clean. The care of women's hair and skin has apparently become an elaborate commercial technique. There are, however, in both sexes, many individuals whose companionship would become much more enjoyable if they could have, and would follow, some individual advice about their finger nails, fresh collars, and other phases of a refined toilet. But where can the average individual get that kind of intimate advice-especially when he may not suspect that he needs it?

Generally each personality defect requires a particular remedy. For unsightly teeth one goes to the dentist. For a bad complexion you may need either medicine, hygienic counsel or special forms of exercise. To secure the kind of suit pattern that best sets off the figure, you need an elementary knowledge of color and the effects of lines and masses. If your diction is bad, a course in public speaking or acting is indicated. It is only through a diagnosis of his particular case that the average individual can discover just which remedies he should apply. In a word, a social guidance service must be established.

After the individual has been given the "onceover" by an expert in personality development and a prescription has been written to meet his peculiar needs, then treatment can begin. Many of the surface failings can be taken care of by the dentist, the doctor and the various commercial services. But for the deeper and more fundamental defects the only adequate remedy will consist of courses of formal instruction.

Through instruction and practice in dancing, ungainliness in carriage can be corrected and body weight reduced. Conversational ability will be increased by the study of literature, history and current events. Girls with slender means will be able to choose their gowns more

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Courtesy Cedar Rapids, Iowa, Recreation Commission

intelligently after a course in dress designing.

Probably the most fundamental matter for any human being is the solution of his vocational problem. When he finds the work that affords an outlet for his particular abilities or capacities, then his whole outlook upon life improves. He acquires a self-confidence that is reflected in his mien, his conversation and his relations with others. It means the attainment of one of life's great objectives.

The extent of the aid to a satisfactory occupation that is available in the extension courses offered by colleges and universities needs no elaboration here. Thousands of young men and women have already proved their value and the same door is open to thousands more.

#### A Three-Fold Program

Our program for helping the lonely then consists of three things:

- 1. Opportunities to make new acquaintances.
- 2. A social guidance service offering individual counsel about personality defects and the ways of removing them.
- 3. Courses of instruction designed to help the individual (a) overcome his personality defects, (b) increase his ability to entertain and give pleasure to others and (c) strengthen his capacities as a worker and as a member of society.

These measures, it will be readily observed, are in the main of an educational character, a fact which immediately suggests that they should be carried out by an educational insti-

tution. Fortunately most of our cities now possess municipal colleges, many of which have large extension departments. The opportunities they are now offering do much to extend and deepen the social relationships of their students but, it is believed, this important phase of college life could be strengthened and it could be made available to larger numbers of young men and women. The plan now to be presented has been aimed at precisely those objectives.

Main Features of the Plan. At the outset it should be emphasized that extreme care should be taken in the presentation of this plan to the public. If it became labeled "for the lonely ones" the plan would be instantly killed. As a matter of policy, the social motive might well be kept under cover and the motive of bringing in new students be the announced objective whenever public reference is necessary.

Externally, the scheme involves the setting up of a weekly (or bi-weekly) occasion in a large gymnasium or hall of a college or university to which might be given the name "Weekly Assembly." To these occasions two classes of persons would be invited: (1) enrolled students and (2) selected lists of outsiders. The admission to these affairs would be free, but upon the basis of invitation. They would not be "public" occasions.

At each assembly the program would consist of two parts: (1) an entertainment and (2) a play period. The first part would be composed of various numbers put on by different

Readers of RECREATION concerned

with the problem which Mr. Perry

outlines will welcome the an-

nouncement of a forthcoming pub-

lication "Partners in Play" which

suggests the activities which young

men and women can enjoy together

in their leisure time, and tells what

is being done in a number of cities

to meet the need. This booklet will

be ready for distribution about

April 15th. Price \$.75.

classes or groups connected with the university. These might include the college glee club, orchestra, banjo club, little theatre group, the class in interpretative dancing, a calisthenic drill, a skit or an act by the little theatre group, a reading by a student from the public speaking department or from the class in diction, or a fashion show put on by the millinery or dressmaking class. Any form of presentation which would entertainingly display an activity of the university would be in order. The components of this program would not need to be finished or of a high artistic quality. Needless to say, they should be interesting.

This would be an especially good occasion for

original vaudeville skits. They might be definitely promoted by the dramatic and English departments and deal with trivial college doings or live questions of the day. The cartoon has come to be recognized as an effective instrument of discussion. Why should not the university deliberately encourage the student body to use the skit in the same way? It is a method of treating con-

troversial subjects that exhibits tolerance and urbanity. It shows ever so much more culture than a hat-smashing melee on the library steps.

The play hour would follow the entertainment and would be conducted by a skilled leader, accustomed to handling large groups in indoor games. For occasions of this sort, there is now a special repertory of "ice-breaker" games. (The George H. Doran Company, 244 Madison Avenue, New York City, publish a series of books by Edna Geister, giving full information about games of this sort. Another helpful book is "Games and Game Leadership" by Charles F. Smith, published by Dodd, Mead & Company, New York City. The National Recreation Association has a number of booklets and bulletins.) By means of these "mixing" games large crowds of men and women can be brought into active exercise and exhilarating pursuits without change of costume or physical discomfort. Sometimes such games can be interlarded with simple folk dancing. They might end with brief periods of social dancing. Play hours of this sort have been for several

years a regular feature of the Recreation Congress held under the auspices of the National Recreation Association.

The social opportunities connected with these mixed games are very real. A couple who have been chance partners in a folk dance, in a free game, or in a Paul Jones, and who have mutually enjoyed the brief contact, can, if they so desire, continue to associate after the games are over. If there was no mutual attraction, the momentary contact need not result in an acquaintanceship.

Following the games or the dancing, there might be a short period for conversation or general sociability when those so inclined

could purchase light refreshments through a cafeteria service.

Controlling the Attendance. All persons would be admitted to the assemblies upon the presentation of a card bearing the holders name. Students would have a card of one color, the invited guests a card of another color.

The guests from the outside should constitute about one half of those present and could be selected in several ways. For example, lists of clerks in a department store or a bank or an insurance company could be obtained and invitations sent out to a determined number. An effort would be made to include mainly the newer and younger employees.

The invitations would announce that the university was holding a weekly "at home" to which it was inviting its friends. Mention might be made of the kind of program which would be offered. With the invitation there might be two cards, one of which would become the bearer's admission card, once it had been filled in by him with his name and been stamped by way of authentication at a vestibule office of the hall at the time of his first attendance at an assembly. The second card would also be filled out by the guest, giving his name, address and any other bits of information about him which might be desired, and would be turned in by him at the time his bearer's card was authenticated.

(Continued on page 43)

# An Orthopedic Playground

mer playgrounds operated as a unit of the public school

system have constituted a large part of the recreational facilities of St. Louis. In the summer of 1933, the Board of Education, assisted by private philanthropy, established at its two orthopedic schools health and recreational centers to provide for the needs of those children who, because of their crippled condition, could not walk to and from the district playgrounds, or who might by unrestricted play at those places undo the results of the surgical treatment and corrective exercise they had been given during the winter term. Arrangements were made for bus transportation, the use of the equipment of the buildings and yards of the St. Louis orthopedic schools, the services of attendants for children who needed them, and supervision in health and guidance in play by people experienced in handling crippled children. In both instances, the personnel was composed of members of the staffs of the respective schools who had, during the winter session, devoted considerable attention to recreational and creative aspects of the work.

As soon as a decision to attempt the project was reached, the principals of the Michael School, which cares for the crippled white children of the city, and of the Turner School, which cares for the crippled colored children of the city, were called to assist in launching the experiment. Two weeks were spent in formulating the general aim of the centers, perfecting the details of organization and drafting a tentative prospectus of activities. All concerned recognized, however, the desirability of elasticity in the program and the necessity for constant revision as new interests

By JAMES A. SCOTT

and possibilities revealed themselves.

To the Turner Playground first were assigned one leader experienced in dramatics and handwork with older children, one experienced in music and handwork with smaller children. one equipped as a manual training teacher, a physiotherapist and supervisor of health, a chauffeur, an attendant to prepare the children for the physiotherapist and care for their physical needs, and a director. As their contribution to the experiment these workers served at salaries much below those of the winter term. Among the children with whom they worked were fifteen crippled by infantile paralysis, nine by spastic paralysis, six by severe forms of rickets, five by accidents, two by arthritis, two by tuberculosis of the bone, one by congenital deformity of the feet, and one by chronic infection of the left foot. Medical authorities felt that it was to the health interests of all of these children to play under the supervision of those who understood their physical limitations.

#### Objectives

The Turner School staff, after a careful analy-

sis of their situation, agreed upon ten objectives which they felt should serve as ideals of attainment. These were as follows:

1. That every child enjoy himself throughout the day, unembarrassed by the consciousness of handicap which results from attempts at feats beyond his physical prowess or from a social environment the attention of which is focused almost exclusively upon his weakness.

2. That the ideal of health be so firmly established on the grounds that children will at any time cheerfully leave any recreative activity in which they are engaged to go to rest, to corrective exercise, tank exercise, shower, or clinic, and will in like spirit follow the suggestions of the supervisor of health in regard to diet.

 That information in regard to the medical history and present physical condition of each child be secured by the leader

This article was prepared by a young Negro, James A. Scott, who is principal of the Turner School for Handicapped Children in St. Louis. Great credit is due the Board of Education, especially one of its members, Mrs. Elias Michael, together with Mr. Gerling, Superintendent of Schools, for providing the means for trying out the experiment. It is interesting to note that Mr. Scott was graduated from the University of Kansas with Phi Beta Kappa honors, has his Master's degree from Harvard, and has done post-graduate work at the University of Minnesota and Ohio State University.

It is our opinion that Turner School offers a unique experiment in the special education of several types of physical handicaps in one group which points the way quite definitely for communities of 100,000 or less.

Alberta Chase, Executive Secretary, Missouri Society for Crippled Children. from the supervisor of health, and the play program be unobtrusively superivsed with due regard to the facts thus obtained.

- 4. That the play program of each child be modified from time to time in accordance with variations in his physical condition as reported by the supervisor of health.
- 5. That daily periods be allotted to applications of the principles of musical therapy as a measure of mental hygiene.
- 6. That every effort be made to give each child interests and skills in desirable modes of recreation now present in his out-of-school environment and commensurate with his physical and mental capacities.
- 7. That recreational skills and interests which will continue throughout life be initiated and developed.
- 8. That a number of forms of recreation possessing possibilities of incorporation into the program of the regular school term be tried out on the playground.
- 9. That each child be given daily the therapeutic thrill of success—a thrill productive of the sort of assurance in his ability to achieve which gives one the social courage to enter self-confidently group activities of community life.
- 10. That the exploration of the child's potentialities for self-expression and the development of individual abilities through creative art be a fundamental aim of the project.

#### The Program

After these objectives had been accepted as basic to the summer's work, a tentative program

embodying as far as possible the principles involved was prepared. On the first day of the session a meeting of all the children was called and the program submitted to them for criticism and suggestion. This was done (1) because the children were already somewhat experienced in school government, having participated largely in the administration of the institution during the regular term, and could, therefore, give valuable advice; and (2) because the staff realized that if the project was to succeed the initial program must be expressive of the present interests of the particular boys and girls with whom they were to deal. At this assembly were voiced some frank expressions of the points of view of childhood. Of particular interest was the insistence of the larger boys upon two daily periods of modified indoor baseball rather than the one period proposed by the staff. In the light of the criticisms thus received the schedule was then re-written so that in its second stage it was composite of the thought and experience of the superintendent's office and the staff and the interests of the children. When put into operation, it was as follows:

#### Turner Playground Schedule of Activities

	9-10	10-11	11-11:30	11:3012	12-12:30	12:30-1	1 1-2:15	2:15-3	3-3:15
Leader 1	sical games for smaller chil- drenn. Junior	Music—group and individual —for larger children. Sen- ior Orchestra practice.	dren: clay-mo making, weaving	delling, vase-			Story-telling for smaller children.	Games for smaller chil- dren.	Quiet games and prepara- tion for bus.
LEADER 2		Dramatics for larger children. (Sometimes combined with group in music.)	doors) for larg				Handwork. Nature-study club.	Games for larger girls.	Quiet games and prepara- tion for bus.
Leader 3	Modified in- door baseball for larger boys.	Art and wood- work for small- er boys and girls.			Lunch		Manual train- ing art for larger boys.	ball for larger	Quiet games and prepara- tion for bus.
PHYSIO- THERAPIST*	Water exercises in tank.					Muscle training in			rthopedic gymnasium.
ATTENDANT	Assistance with children in tank.  Supervision of showers.  Supervision of rest for specific individuals.				Supervision of rest for all children	Assistance with children in orthopedic gymnasium. Supervision of showers.			
CHAUFFEUR	Assistance with larger boys in tank. Making and repairing crutches and wheel-chairs.						Assistance with larger boys in ortho- pedic gymnasium. Repairing crutches and wheel-chairs.		

Each child received from the physiotherapist, who was also supervisor of health, assignment of periods for water exercise, corrective exercise in the orthopedic gymnasium, shower, or extra rest.

#### Attaining the Objectives

As soon as the schedule had been tentatively adopted, the problem became one of attempting to realize the ten fundamental objectives of the term through the activities outlined. No rigid assignments were made. While opportunity for participation in every activity listed was available, the children were at all times given freedom in deciding what they wished to do. For instance, during the primary story-telling period the child

might either join the group in the front of the room and listen to a story, or tell one, or he might play checkers, paint, draw, weave, work a jigsaw puzzle or do any one of a number of other things for which material was distributed about the room. The only restriction was that he play within supervisory distance of his leader. The aim, of course, was to have the story-telling sufficiently attractive to make him anxious to participate; but unless it was so, he was not pressed

to join. The same principle applied to other parts of the program. If a leader felt that one activity was receiving too much of a child's time and another too little, the procedure was to find and inject into the neglected activity elements of interest which would divert the energies of the child into the desired channels—and wait. Such intense interest in manual training, for example, developed among the larger boys during the fourth and fifth weeks of the session that they preferred spending the afternoon in the shop to going out for baseball. They were, of course, permitted to remain.

Its was the consensus of opinion among group leaders that the objectives of the playground were realized to a very great degree through simple games which occupied a large portion of each day. In the course of the session forty-two games were played, all of them taken from forms of recreation popular in the adult and child life of the outside community. This selection was based on the fundamental thesis that the home and playground experiences of the child should be a continuum of living, that educators should work for a coalescence of life in the two institutions which would prevent the all-too-prevalent compartmentalization so disintegrating to personality. The play leaders felt that one of the most important phases of the work was to take the recreationally maladjusted child temporarily out of the normal environment in order to return him adjusted to it. The children were not to be prepared to play with other physically handicapped children but with normal ones. They were to be so guided at the Turner Center that they could fit more happily into the regular pastimes of their brothers and sisters at home so that the latter would have to make the least possible number of concessions to the incapacities of their handicapped playfellows.

#### Game Leadership

With this purpose in mind, the playground corps approached the leadership of games. It was their hope to achieve three very specific results. In the first place, a number of children whose medical prognoses indicated they could never compete with normal children in the playing of certain games, were nevertheless given the experience of playing those games in modified form in order that they might later have the vicarious pleasure of witnessing them or of hearing or reading about them. For some of the children baseball and tennis fell in this category. Considering the fact, however, that even the physically

normal American generally enjoys his baseball from the bleachers, or in front of the radio, or behind the newspaper, the crippled child is under little handicap here. The only essential is that he be given a chance to participate to the extent that he gets a "feel" of the game as a background for future appreciation. The intense desire of the children to play baseball and tennis was, of course, an additional reason for allotting modified forms of those games a prominent place on the schedule.

Perhaps a word as to the method used in adapting the more strenuous sports to the capacities of the children would be appropos at this point. Early in its experience the staff discovered that stereotyped modifications of games "for crippled children" were on the whole unsatisfactory. The procedure of each leader was, therefore, to adjust the game to the limitations of the particular group under his guidance rather than to crippled children in general. Knowing the physical condition of each child as revealed by records in the office of the supervisor of health, and knowing thoroughly the game to be played, the leader proceeded to change the rules in such a way as to conserve fully the essence of the game and at the same time to give the boys and girls opportunity for competition at the maximum of their abilities. In this matter, too, the children helped. It was their part to consult the supervisor of health at frequent intervals, to receive from her advice as to the amount and kind of physical activity desirable at their stage of improvement, and to follow that advice. The leader, of course, knew what advice had been given and inconspicuously checked the responses of the children. This technique, it was felt, provided training in a natural life situation.

Besides trying to make the play a basis for future appreciation as well as present fun, the staff concentrated its energies upon achieving a second specific aim. This was to study the abilities of individual children as they manifested themselves from day to day and to stimulate wherever possible the development of talents which, while they would not enable the children to enter unreservedly into certain common forms of recreation of present day life, would nevertheless fit them to participate in special capacities. For example, one boy with withered legs but keen eye and clear judgment acquired considerable skill as an umpire. Another with a penchant for the piano was encouraged to play dance music. The feeling was that these children would be welcomed in such specialized capacities of the outside environment not because they were crippled and could do nothing else, but because they could function extremely well in a necessary part of a pleasurable activity. The experience of the Turner School has been that normal children—particularly those of high school age—will cordially receive into their groups crippled children of pleasing disposition and specific abilities. Boys and girls of this type would thus become "insiders" where hitherto they had wistfully lingered on the outskirts of their comrades' good times.

The third specific result which the staff members strove to realize during the periods of sport was to have the children develop skill and initiative in a number of games in which they could compete on comparatively equal terms with other children. Work on this point was of necessity with the individual. It was found that certain children had never participated in certain games because at the time they tried to learn them, their handicap had placed them at a disheartening disadvantage, but that with not too great expenditure of energy they could, on a special playground, be brought up to a level of proficiency which would eliminate this period of initial awkwardness. Another practice in this connection was to teach the child a number of interesting games not known in his neighborhood and to encourage him to introduce them. Considerable headway, it was felt, was thus made in helping him overcome the social barriers of his out-of-school environnment. As a matter of fact, the enthusiasms of the grounds overflowed into the homes. Physically normal children, having heard through their crippled friends of all the fun that was being had, presented themselves on more than one occasion as unexpected guests. And more than one parent called to inquire if she might "send the other children, too." The outcome was a happier orientation of the handicapped child in his natural social group.

From these experiences in successful play came unmistakable improvement in mental health.

There was, for one thing, increased self-confidence born of self-discovery. The children surprised themselves. The most common expression heard upon the grounds was the delighted exclamation, "I didn't know I could do that!" One little girl, her

"Wholesome play and recreation are most important in maintaining the spirit of courage and hopefulness, the self-reliance, enthusiasm and exuberant life and jollity these children exhibit, and in developing further the initiative, independence and self help that will insure their future happiness."—Caro Lane.

eyes blazing with elation, rushed up to the director and cried, "Just look at me sweat!" Never before had she felt the joy of perspiration from strenuous uninhibited childhood play. More than that, the children knew that their parents and friends were learning of their newly disclosed abilities and were therefore looking for a higher level of performance from them. It is of course, a socio-psychic truism that the individual tends to live up or down to the expectations of those about him. One of the most pernicious influences in paralyzing the initiative of the average cripple is society's belief that he can accomplish little. Through revealing to the child hitherto unrealized potentialities and at the same time making those about him conscious of the fact that he had been previously underestimated, the games possessed high therapeutic value from the standpoint of mental hygiene.

#### Play Attitudes

Furthermore, carefully planned conditions of the grounds made it practicable to subject the child to certain desirable character-forming stimuli invariably present in the play of the physically and mentally sound, but frequently absent from that of the handicapped. There are three possible social attitudes to which the cripple at play may be exposed. The first is the maudlin sentimentality which condones his failure to exercise the powers he has because of unintelligent pity for his weakness. This results in a softening of personality fibre which renders unbearably painful the sharp criticisms which life inevitably brings, and causes him to shrink from natural human contacts. The second attitude is that of brutal exclusion from the group—an attitude particularly characteristic of small children and one which, by its embittering effects, likewise unfits the cripple for subsequent happy social intercourse. The third social exposure is that which does not expect of him the physically impossible but which measures him by standards applicable to the normal child in all activities for which he has normal capacities and

subjects him to the same sharpness of criticism by his peers for failure to achieve in accordance with his abilities. It was this third attitude which the Turner staff attempted to make part of the atmosphere of the center. Only through it, they felt,

can the rough give-and-take of normal childhood sports be made part of the education of the handicapped.

And on this hypothesis the staff checked carefully to note significant differences between the play attitudes of the children under its supervision and those on surrounding playgrounds. The pro-

cedure was to tabulate and classify the expressions of physically normal children at play and to compare this classification with a similar one of the expressions of Turner children. The conclusion reached was that there was nothing pathological in the responses of the latter. In the game of baseball, as an illustration, it was found that for both the handicapped and normal groups the expressions used fell under the headings of directions to each other, comments on the umpire's decisions, teasing of the other side when it is losing, defiance to the other side, encouragement to teammates, and criticism of teammates' bad plays. There were individual but not group differences. Responses to ridicule, condemnation, encouragement, defiance and teasing were in general of the same character and of approximately equal intensity. The atmosphere of the grounds was throughout the season normal. The only effect of the crippling conditions was that each child was fitted into a position in which he could creditably function and that he knew the limitations of his fellows. There was, of course, no ridicule or criticism of awkwardness resultant from handicap. The basis of condemnation was what one could do but did not.

#### Varied Activities Conducted

The same principles which underlay the staff's approach to the problem of games guided them in the teaching of various forms of handwork. Through projects in clay, drawing, making of scrapbooks, furniture-making, tin work, copper work, toy-making, sewing, weaving, vase-making, and basketry, an opportunity was afforded each child for the joyous expression of creative powers—the satisfaction of the keen desire to "make things." During the course of the experiment forty-nine distinct projects were undertaken and more than three hundred articles completed. (Of particular note was the deep interest of the smaller girls in manual training work.) Here as

"Crippled children, both boys and girls, desire above all else to do the things which normal children do, and if they can in even a small measure approximate the skill necessary for the game they are quite happy. Modern care for crippled children recognizes this desire and the fact that the last thing these children want is sympathy."—Charles J. Storey in The Survey.

in the other activities, an important ideal was to establish and maintain a continuity of home and school environments. The child's decision as to what he would make was motivated in each case by the purpose of making his out-of-school relationships more satisfying — of supplying a need felt in the family

life. Furniture, games, toys, jewel-boxes, doll clothes, and other such articles went from the grounds to the homes, where they remained as tangible proofs of the cripple's power to do. These, together with others placed on exhibit at the close of the season, increased the public's respect for his abilities and likewise enhanced his self-esteem.

Thus the staff members felt their way from day to day, constantly mindful that the Turner Playground existed only on the justification that it was making a contribution to the solution of life provlems peculiar to crippled boys and girls. And as the children worked in clay and tin and copper, the leaders were alert to note the emergence of hitherto unsuspected talents which might constitute the basis of subsequent vocational guidance. This by-product of the manumental activities will prove eventually, it was felt, by no means its smallest value. Care was also taken to ascertain what forms of manual activity were most in keeping with the physical characteristics of individual children, and some attempt was made to correlate this type of work with the corrective exercise.

Two other features of the daily program emphasized were music and dramatics. During the season a total of ninety-two different songs were used for group or individual singing or by the playground orchestra, and five plays based on familiar stories or the children's own experiences were written and presented. Of the songs, twentytwo were popular modern music and eighteen were Negro spirituals. This material was chosen because it appealed to the tastes of the children and because it was easier to get them to lose themselves in song and drama of the type they already liked than to try to develop in them at the same time new appreciations. The way in which the boys and girls did throw themselves into these activities was surprisingly gratifying. Girls who had previously retreated from public notice came out of their shells to sing solos; almost each day

"It is very important in modern

educational practice that the handi-

capped should be treated the same

as any other person. The award of

recreation time is a call to the au-

tonomous man. A healthy attitude

toward the education of the crip-

ple admits the rights of the handi-

capped."-Hans Wuertz.

a beautiful voice the musical leader had not known about before broke on her astonished ears; and the orchestra, inspired by a recent visit of Cab Calloway, surrendered itself in wild abandon to the ecstacies of popular tunes. At their closing exercises the children presented to the public an original musical drama telling the whole story of the origin and development of the Turner Playground.

It was felt that the work done in this field was productive of some of the most worthwhile results of the project. To begin with, by giving the children a consciousness of new abilities and pleasure in their exercise and by increasing their knowledge and appreciation of the sort of music which people in their normal environments played and sang, the making of happier everyday recreational

contacts was rendered less difficult for them. Moreover, the increased assurance which comes from successful appearance in public resulted in greater social ease. Then, too, since every song is expressive of a mood, it was believed that certain dispositional changes were affected by guiding certain children to lose themselves

in certain types of song. On this point, of course, no authoritative statement can be made. The Turner corps, however, has decided to study further the possibilities of bringing about specific changes in emotional outlook through the selection of particular types of music for individual children.

In recreational reading, story-telling, and nature study, the leaders were single-minded in their determination to spare no pains to achieve the joyousness of atmosphere, mindfulness of health, buttressing of self-confidence, and increased adaptability which resulted from the child's other experiences of the day. Full discussions of how the playground news sheet evolved from the receational reading of the larger boys, how the larger girls were drawn closer to nature by their little afternoon club, and how the story-telling period for smaller children became one of the most popular features of the grounds would be stories in themselves. In these periods, as elsewhere, were observable the same flowering of personality, outburst of latent talent, miraculous transformations of character and closer understanding between leader and child that made the project seem worth while. And through them all the staff members were alert to see that the formal attitudes of "school" were completely discarded and the spirit of play prevailed.

The record of this venture would be incomplete without a final word concerning the work of the physiotherapist and supervisor of health. Hers was an assignment which required something approaching ubiquity. Assisted by the attendant and bus driver, she assumed charge of the shower baths, corrective exercise in the orthopedic gymnasium and swimming tank on the prescription of attending surgeons, and daily inspection and adjustment of braces and casts. Besides, she saw that the children brought properly balanced lunches and that each child was assigned the amount of rest he needed. It was also her function to check on clinic attendance, to confer with

leaders and children on matters pertaining to health, and to safeguard the grounds against contagion. In addition to this multiplicity of duties, she found time to watch the various groups at play in order to be able to check excesses of individual children. Had this part of the work been ineffectively done, the project

would, of course have proved a failure. That the health interests of the children were, at every point, vigilantly protected was a triumph of conscientious, cooperative industry.

Such, in brief outline, is the story of life at the Turner Health and Recreational Center. The experiment was felt to be worth while. From the beginning the staff members were allowed considerable freedom by the Superintendent's Office, and they utilized their opportunity, not to accumulate a number of pedagogical tricks, but to apply the principles of modern education to the problem of orthopedic recreation; not to master new devices, but to acquire fundamental techniques. Moreover, in the course of play from day to day came numerous by-products which in their sum may prove of deeper significance than the values directly sought. Time and again situations developed which brought forth the finest impulses of human nature. And every leader felt he knew the children better by having lived closer to them than ever before. Finally, not the least important result of the experiences of these six short weeks was the glimpse they gave of possibilities for future work.

# The New Leisure-A Curse or a Blessing?

By EARNEST ELMO CALKINS

about in this regimented age. It is a good thing

Through the courtesy of Mr. Calkins and the Economic

Forum, we are presenting an article which originally appeared in the Fall issue of

the Economic Forum.

F YOU LOOK about you at places where human beings collect and cling-on trains or ships, at street corners, in clubs or homes-you will see how little they know about enjoying themselves. They are for the most part merely killing time and killing it with stereotyped weapons-a newspaper, a cigarette, or more often patient endurance. They remind one of the old farmer who said, "Sometimes I sets and thinks and sometimes I just sets." These people have what they consider amusements elsewhere - some are on the way to them-but they have nothing they can pack up and take with them, no inward resources, none of the ingredients for compounding a recipe on the spot.

All people are bored some of the time, and some people are bored all of the time. They are badly equipped for self-entertainment. They must have some one to talk to, or play with, something to look at or listen to-entertainment furnished from the outside without exertion, even mental, on their part. Few are qualified to make the most of the increasing leisure about to fall like Portia's celebrated quality of mercy on the ready and the unready alike. Here and there are wise ones who know what they want to do, who are prepared and eager to go, but it is safe to say that the mass of mankind has as yet no need for further leisure. nor does it know what to do with the leisure it already has.

And so it is perhaps just as well the world has not been unduly blessed with leisure since Adam got his walking papers, or at least since a more or less ordered civilization based upon the gospel of work began to prevail. Work was something that did not make great demands on the imagination of the rank and file of workers. It was there and they did it, and for centuries it left few hours unfilled to be disposed of otherwise. But leisure requires a certain initiative, a good deal of that rugged individualism we are hearing so much that for the last two thousand years man has had something else to think about besides amusing himself. Work and religion between them have held him down pretty close to the ground. Before we can tell whether more leisure will be asset or liability to the human race we must get some idea of how it will be employed.

#### Work Ordained As a Curse

Isn't it curious-the sancity in which work has been held all these years, with moralists and philosophers all on its side, when we recall that God plainly imposed it as curse? Not only was man told that hereafter he earn his bread by the sweat of his brow, but God announced that he would create weeds just to make it harder, implying that work was not in itself essential but was created for the occasion as a punishment, a rather disproportionate one it seems for Adam's one slip. However, curse or blessing, work has so far been a benefit to the human race. Long hours of labor have exhausted its energies. The time required to earn its living accounted for all the hours not used in eating and sleeping. If there was any time left over, the church grabbed that. In fact, the only church that has shown real understanding of human nature provided much of such entertainment as people had for centuries. Few professional exhibitions achieve the pageantry and drama of one of the spectacles of St. Peter's-a canonization, for instance. The Catholic church took its cue from imperial Rome and kept the people quiet with bread and circuses.

Work, then, was ordained as a curse. The church, actuated by shrewd policy, created a tradition of its sanctity. Generations of children were brought up on the precept, "Satan finds some mischief still for idle hands to do." In my boyhood there were actually wall mottoes which read, "Blessed be Drudgery." And the church and

the moralists and the politicians were right. No one then could have faced the problem of what to do with millions of people if they had not been bound by the stern necessity of earning a livelihood. There are even now political economists who doubt that more leisure will be a blessing. They feel that human nature is much the same, and that the problem of finding safe outlets for the tremendous energies to be let loose is a serious one. It is. But for more than three years we have had millions of idle both here and abroad, and they have been on the whole orderly and disciplined. Indeed the docility of the unemployed is almost miraculous, for they have had to contend with not only leisure but want. There is a vast difference between a leisure earned by a few hours' work and idleness from lack of employment. Nor should it be forgotten that what gives zest to leisure is the work that must be done before it.

If work is a curse, then its opposite, leisure, must be a blessing, and that is how it has been regarded by the workers for centuries. They have longed for leisure, not so much to do other and better things with their lives as to be free from work. Freedom from work is still all that leisure means to millions. Their state of mind is summed up in that of the Irishman who said that if he had a million dollars he would take a room at a hotel, leave a call for five o'clock, and when the boy awakened him, tell him to go to hell and turn over and go to sleep again.

#### Circumventing the Primal Curse

And now mankind has found a way to circumvent the primal curse. He has invented machinery which has already greatly shortened the hours of labor, and the end is not yet in sight. The working day that already prevails would have seemed unadulterated leisure to a craftsman of Queen Elizabeth's day. All laborers worked then from sun to sun or longer, as many farmers do yet for part of the year. But we now have it in our power to do all necessary work for most occupations within the compass of two old-fashioned working days a week, and when this is organized, other lines of gainful endeavor will accept the prevailing schedule and there will be more hours of leisure, excluding eating and sleeping, than hours of work.

The New York Times points out that surprisingly little attention is being given to one

of the most important by-products of the various NRA codes—the increased leisure the pacts give to a vast army of consumers. This makes the problem of wise use of spare time an immediate one. What are these millions going to do with their additional hours? It is an amazing opportunity, but an opportunity for which the majority is ill prepared. Most people are skeptical, if not actually scornful, of the type of recreation, almost the only type, that really satisfies, namely, the expression and exercise of one's own physical and mental powers, the kind of satisfaction a few fortunate individuals find in their profession or business, and fewer still in their amusements and recreation, but which from the nature of our machine industrialism is denied to the millions-the pleasure, it might be said, of "seeing the chips

Leisure, of course, is merely opportunity. It is not an end in itself. Its value for both society and the individual depends on the use to which it is put. Most people would prefer routine work to sheer idleness, whether they realize it or not. They may be irked by the daily task, but they would be bored with nothing to do. As working hours shorten, how are people going to spend the additional time? That is the big question. Let us



Courtesy Sacramento City Recreation Department

consider for a moment the standardized recreations to which people naturally turn now in such leisure as they already have.

#### An Indictment of Our Amusements

The amusements that occupy the leisure hours of most people are, briefly, the motor car, the motion picture, the radio and the big athletic spectacles—commercialized exhibitions of football and baseball, tennis and prize fighting—as spectators, not as participators. All these, even the motor car, are anodynes, entertainment for tired people whose energies have been exhausted by the day's work until they are merely receptive. Even when, as now, they have no work, they turn to the amusements they know best, which in the past they found sufficient. It was not so very long ago that a girl-and-leg show was somewhat cynically known as "entertainment for the tired business man."

It is not so much with the quality of these popular amusements that we are concerned, though that is open to grave question, as with their character. They are all vicarious, non-participating. Even the motor car falls in this class, owing to a curious custom which has arisen in the last three years. Since the beginning of the depression mil-

Even the motor car falls in this class, owing to a curious custom which has arisen in the last three years. Since the beginning of the depression mil-

lions of people have taken to their cars, which apparently are the last things surrendered, and have wandered aimlessly over the continent, drunk with mere motion, from camp to camp. Other millions, no longer blessed with cars, have taken to hiking, traveling on the good nature of passing cars. These nomads have created a new industry, for three hundred thousand shacks have been erected in groups, or "overnite" camps, to take care of this strange pilgrimage. These cabins, by the way, present a new problem to those concerned with preserving the natural charm of the highways, along with advertising bulletins, hot dog stands and filling stations. It is distressing that so few in search of recreation are concerned with mere beauty.

The point is that such amusements will not suffice for a greater leisure. They cannot be spread over more time without palling. They do not afford the satisfaction that comes from doing, from using the mind or the body—making, creating—in contact with realities such as the earth or tools. They offer nothing to the spirit. They ignore not only the vast store of resources within, but the equally great possibilities in the world without. The movie, the radio and even the motor car, present an unreal world, mere escape. And human

nature being what it is, the time will come when it will demand something to satisfy a wider range of desires.

What it may turn to is or should be the immediate concern of social economists. With their present standards and inclinations, their long servitude to the idea of being idly and mildly entertained without much effort on their own part, people will continue along the lines of least resistance, and by their lack of initiative create a new host of ready-made, uninspiring entertainments similar to those they have, passively accepted by millions who have never learned to use their own powers for purposes of enjoyment. More than that, they are apt to mistake excitement for recreation, and in pursuit of the former turn in greater numbers to the oldest diversions of the human race -alcohol, gambling and sex. They have yet

Drama is one of the leisure-time interests most deeply rooted in personal desire and preference.

to learn there is no continuing satisfaction in self-indulgence, that the only recreations that are worth while are those that do not pall and sate, but continually open new vistas, which not only recreate but also recreate.

At present we find millions absorbed in predigested amusements, movies, radio, car and vicarious sport; the more exclusive thousands filling the time with bridge and golf, and only a few hundreds occupied with individual, personal pursuits, doing surprising and interesting things-making accurate pictures of the birds in America, creating beautiful books, collecting unusual and at present inexpensive tokens of earlier ages, fathoming the mystery of tools, rediscovering the immemorial appeal of gardens, turning to forgotten games such as badminton and cribbage—recreations whose merit is that they are . not yet standardized popular amusement. They reflect on the practitioner a touch of individuality, originality, uniqueness, that ministers to his pride and satisfaction.

#### The Problem-to Make Leisure a Blessing

Among the avocations of these clear-eyed pioneers we must look for the formula which will make leisure a blessing to the millions who must still be taught not to "kill" time but to make it a living, vital thing.

The millions to which this appeal is addressed might retort that such things demand special gifts, special training. They do. But the gifts are far more widely distributed than you would think, and the training is easily acquired. Surely people who have become adept in manipulating a car, familiar with the interior workings of wireless, who have mastered such complicated and technical mental and physical skills as are required for bridge or golf, can learn to handle almost any tool, understand the "points" that make a book or pewter pot or glass bottle a collector's item, can, in short, learn enough of any craft, art, science or hobby to enjoy it and widen their contacts with the world, add new interests and make themselves more nearly well rounded, complete lauman beings. Every person has at least one interesting side. There are few fields of higher activities in which large numbers of people could not function with satisfaction to themseves. All that is needed is the urge. Not all can reach pro-

"Play is an alternative for those lazy entertainments which find us idle and leave us passive, since it gives us something we can do or make to exercise our faculties and cause us to experience that glorious sense of achievement." — Earnest Elmo Calkins in "The Lost Art of Play," Atlantic Monthly.

fessional standards, but that is not necessary. The meaning of "amateur" is "lover." One does not do such things to add to the stores of the world's possessions or knowledge or beauty so much as to develop one's own powers, to taste the very real satisfactions that

come from making, doing, creating. Play is something one does for the game's sake, never from a sense of duty, or for any material gain. And of course skill comes with practice, and that is one of the fascinations, the way doors open on wider vistas as one advances. It is not necessary to carve well enough to compete with the Swiss experts who make souvenirs for tourists, but merely well enough to taste the tonic quality that comes from the feel of tool against wood. The formula is for an occupation that grows with use, develops some faculty of body or mind, or both, and adds to taste, skill and knowledge.

There is really no doubt about the public and private good that would ensue if people put their leisure to the best possible use. The mere concerted effort of thousands to do with all their might things that make them better human beings would foster the common good. Many desirable recreations are cooperative, call for community spirit, doing things together-group movements. neighborhood activities, games, folk dances, play acting, pageants; beautifying towns, villages and roads; preserving and creating scenery, re-estabishing interesting backgrounds of historical spots, making environment more interesting. These could be by-products of a better conception of what leisure means, but meanwhile if each individual should seek an occupation that penetrated to the innermost core of his being, in which he could attain enough proficiency or preeminence to set him apart from his fellows, develops his individuality, the sum total would be a more interesting world. It would also furnish an antidote for what is stereotyped and standardized in our present civilization.

The President's inspired idea of putting some 350,000 young men at work in the forests is big with promise. Who can foresee the ultimate effect of such contacts? Here are thousands of young men who have never in their lives before looked comprehendingly at a tree, never realized its usefulness or its beauty. For them to learn some of the methods by which forests are

they are well

preserved and developed is a distinct gain. They cannot be the same afterward. Much of the charm of Europe is due to the centuries of care given to trees. Of course, the forest primeval has beauty as well as the cared for one, but between the two, the inevitable result of contact with man's ignorance and greed, there is chaos, unsightliness, waste. If every citizen learned but this one thing, to love a tree, the physical aspect of the country would be enhanced.

The question is not, however, as to the advantages or benefits to the community, or even to the individual, of more rational and satisfying recreations. Nor is it one of finding amusements and recreations for the newly liberated. On the contrary, the list of available, amusing and satisfying occupations open to all, irrespective of financial resources or mental equipment, is long enough to fill this magazine from cover to cover.

Nor would the catalogue be complete, for avocations are as varied as the minds that originate them, and new ones are being created every day. It is enough that they are things that someone is interested in doing. A manufacturer of shoeblacking has just died. His grove of nut trees contained four hundred varieties of nuts, more than were ever gathered into one nut orchard before. When he retired from the blacking business he went in for nuts, grew them, crossed them, produced new specimens, corresponded

with other "nuts," was president of a nut growers' society. Probably no one in the world ever thought of growing nuts as a hobby before, but what of it? That fact gives the idea its charm. The point is that if nuts interested Mr. Bixby more than anything else, then nuts was the interest for him to follow, no matter what his friends and associates did—or said. He might have ridden to hounds, or raced a yacht, or collected trophies, or raised orchids, or become a champion pistol shot, or subsidized an orchestra, or any one of a thousand things men with some means do when they give up work for leisure. But he knew what he wanted to do and did it.

#### How Are People to Learn?

The real problem is, how are people to find this out? How are they to be taught, exposed to inoculation? It is easy for such things as backgammon or jigsaw puzzles to spread like an epidemic. They are fads. They flourish in popular favor and wither as soon as the craze passes. They have no roots in personal desire. For every one who takes them up through preference and interest, thousands adopt them imitatively and without thought. A real interest is the exact opposite of a fad. Its essence is its individuality. It expresses a need, not of the mass mind, but of one isolated human mind. Something is required to

(Continued on page 44)



Courtesy National Forest Service

## Fletcher Farm Invites You!

LETCHER FARM, an informal adult education center located at Proctorsville in South-

ern Vermont, extends to persons who have summer leisure a two-fold invitation: first, that they come to the Farm to enjoy a vacation in this Green Mountain section of New England; second, that they engage in study courses and discussions offered by the Farm.

The Farm itself has for about one hundred and fifty years been the property of the Fletcher familv. It consists of two white farmhouses, barns, meadows, hills and streams, 530 acres in all. It has been given to a board of trustees of thirtysix men and women who will conduct here a series of study courses and conferences along lines of interest to men and women. Arts and crafts, drama, music, economics, group leadership, social problems, and many other allied subjects will make up the program of the summer.

#### The 1934 Summer Calendar

May 18-20-College Week-end-for students of Vermont and New Hampshire to discuss the student's adjustment to the after-college community.

May 27-June 1-Camp Leadership Course-for directors and counselors of girls' camps, conducted by Abbie Graham, author of The Girls' Camp.

June 4-6-Seminar on the Town and Country Churchfor ministers and religious work directors. Conducted by Benson Y. Landis of the Federal Council of Churches, and Julia Hogan Fenner, specialist in religious drama.

June 10-16-Farm Women Week - for Vermont farm women. A week of recreation and study. Directed by Marjorie Luce, State Home Demonstration Agent of Vermont, Julia Hogan Fenner, and Abbie

Graham.

June 18-22-Institute on Social Problems-directed by L. Josephine Webster, Director of Social Work Supervision, State of Vermont. Of interest to overseers of the poor, church workers, and other groups concerned with social problems in Vermont.

June 23-24-Conference of Rural Teachers-directed by John Holden and assisted by Elsie R. Clapp, rural school specialists. To consider how best to stimulate creative teaching in the rural school.

June 24-July 14-Arts and Crafts Course-directed by Ruth Perkins. A course of special interest to rural school teachers, librarians, community craft teachers, and to individuals working for their own pleasure. Pottery of all kinds, design, book-making, block-printing, weaving and other crafts will be taught. During the first ten days of this course special discussions on the rural school will be led by Mr. Holden and Miss Clapp.

By ABBIE GRAHAM

July 15-28 - Club Leadership Course directed by the National Y. W. C. A. and open to officers and leaders of business and industrial girls clubs of

of Y. W. C. A. and to Girl Reserve advisers.

July 29-August 4-Music Leadership Institute-directed by A. D. Zanzig of the National Recreation Association. Of interest to leaders of music in community, church and school, and to individuals who enjoy music. The program will concern itself not only with music but also with drama and recreation, especially American and English country dancing, pipe-making and the appreciation of radio music. Julia Hogan Fenner will direct the drama work of the Institute.

August 4-5-Conference on the National Recovery Program-led by Benson Y. Landis. A seminar to review and analyze the main aspects of the agricultural and industrial program, public reactions to the programs, the social and ethical aspects.

August 6-19-Experimental Drama. A course on drama, the writing, acting and directing of plays, will be conducted by Julia Hogan Fenner. Registrations

should be in by May 1st.

August 19-September 1. - Leadership in Organized Groups-directed by Grace L. Coyle and A. D. Sheffield. This will be of interest to those who are concerned with the development of the programs of organized groups in the educational and social work field. This course will consist of the program making of groups, techniques of leadership, and underlying sociological concepts.

Those who desire information on these courses and conferences are invited to write to Miss Abbie Graham, Director of Fletcher Farm. Address. until May 15th, 10 Miller Place, Bronxville, New York; after that date, Fletcher Farm, Proctorsville, Vermont. Registration for a course is usually \$1.00; tuition, \$5.00 per week; board and room, \$15 per week.

#### Music Institute Week

The program for Music Institute Week as outlined by Mr. Zanzig will be of interest to recreation workers. The Institute program, which will be open to "men and women who are interested in music for their personal enjoyment, or who desire to increase their skill in the leadership of musical groups," will include the following:

1. The learning of good songs and simple part music suitable to whatever groups of children or adults and whatever occasions are of interest to persons attending the Institute.

(Continued on page 45)

# How to Produce a Play

By JACK STUART KNAPP National Recreation Association

IGHTING is undoubtedly the most neglected, by amateur producing groups, of all the arts and crafts of the stage. The average play is lit by the simple expedient of turning on all the lights that happen to be available, and on with the show!

The experienced director realizes that light, next to the actor, is his most subtle and mobile medium for the creation of atmosphere and mood. With it he can not only arouse feeling and create a state of mind, but he can suggest the time and place of the action, tell something about the weather, and enhance, change or kill the color of costume and scene. He knows that he can paint his setting with light as well as paint, and that it is a magic wand which allows him to use inexpensive material in the creation of rich and lustrous illusions.

The usual amateur stage is underlit through lack of lighting equipment. The stage must be illuminated strongly enough for the audience to see not only the actor but any expression that may be registered upon his face. The first consideration in stage lighting, then, is visability.

Usually most of the light comes from over head, either from border lights or from baby spotlights and small floodlights clamped in overhead battons. Light may also be thrown on the stage from spotlights in the house. These spotlights are usually placed in the front edge of the balcony or behind a beam which conceals them from the audience and which extends across the ceiling of the house ten or more feet in front of the proscenium arch.

Light may also be thrown upon the stage from the sides, through the wings, or setting doors, windows and other exits. Olivettes or bunchlights are usually used for this purpose.

The purpose of footlights is to kill the shadows that otherwise form beneath the brows, nose and chin of the actor, interfering with expression and, if the overhead lighting is strong, giving the illusion that all actresses as well as actors are wearing chin beards. The footlights should throw the light up on to the stage at an angle of about forty-five degrees. They should be strong enough to kill the shadows mentioned, but no stronger. Usually thirty or forty watt lamps are used in the foots.

The second consideration in stage lighting might be termed *interpretation*. Light is used to suggest mood, atmosphere, weather, time and place.

Comedies should be brilliantly lighted; tragedies may be more somberly lighted. Comedy played on a dim stage is seldom funny. In a mystery or "spooky" scene the lights may be dim, or if the situation in the play will allow it, of a color to arouse that atmosphere, such as blue or green. Again, the lights may be so placed and regulated as to throw weird shadows upon the walls or ceiling.

Shadows add greatly to the mood of a scene, provided they are used skillfully. They make a scene more plastic, give it depth and interest. They should, however, always fall where they belong. Shadows do not fall up on the sky or upon a window, if that window is a source of light. Shadows should always fall away from the apparent source of light. If the scene appears to be lit from a floor lamp on the right of the stage, and an actor is in the center of the stage, his shadow falls away from the lamp, not towards it.

Lamps in "prop" lights (floor lamps, bridge lamps, chandeliers, etc., which appear to light the scene) should be very weak, ten or twenty watts.

There is more to lighting a play than just the turning on of any lights which may happen to be available!

Otherwise they will blind or strain the eyes of the audience. The effect of light coming from them is obtained by an overhead spotlight or small floodlight focused on the "prop" light.

The stage should always appear to be lit from natural sources, such as doors, windows, sky, fire-place or property lamps. This effect is secured by having the portion of the stage nearest the source of light a little brighter than the rest of the stage. Spotlights or floodlights focused upon the portion to be more brightly illuminated are used to secure this effect.

The sky, if visible, should be more brilliantly lit than the rest of the stage, not only to give the illusion that the light is coming from it, but to kill any shadow that might be thrown upon it.

A stage evenly lit by means of borderlights and footlights alone is usually flat and uninteresting. Like a good picture, the stage has a "center of interest." This center of interest is usually more brilliantly lit than the rest of the stage. This is generally done with overhead or house spots, the edges of which have been masked; that is, a piece of tin or cardboard with an irregular hole in the center is placed before the spotlight lense, so that the spot of light thrown is irregular in shape and blends in with the other lighted areas of the stage.

As the scene progresses the lights may be gradually changed in intensity, or the color may slowly change to another hue. This is done with dimmers, a machine used to increase or decrease gradually the amount of light thrown from the lighting equipment. On a stage well equipped with dimmers, spots and floods, light becomes mobile and can move about, change in intensity and color, and express moods almost as well as the actor.

Steel blue light is used to suggest moonlight. Magenta is used to suggest sunrise or sunset, and is also used in fireplaces. A white light is usually used for sunlight scenes. The white light may be tinted with just a touch of

yellow or amber light.

The third consideration in lighting is color. Colored lights are used in lighting even an ordinary or "white scene." A colored light brings out its own color and kills or changes any other color. Therefore, in order to bring out all the

Readers of RECREATION who are following Mr. Knapp's series of articles will be interested in knowing that a chapter of Play Production Made Easy issued by the Drama Service of the National Recreation Association (\$.50) contains information on homemade scenery and lighting. The booklet tells how to make a bread tin light and a milk pail floodlight, and offers general suggestions on producing lighting effects.

colors that may be in the costumes and the setting, all colors of light should be used in the lighting scheme. This is obtained by using the three primary colors in lighting red, blue and green. These three mixed together in the air produce a white light. All other colors in light are made of these three primary colors. If they are used in the lighting scheme, every color upon the stage will be enhanced and given its full value.

The footlights usually have a preponderance of white, straw and amber lights. Mixed in, however, are a sprinkling of blue and green lights and a very few red lights. Beware of using too much red in the footlights, otherwise your actors will appear to have blotchy complexions.

The borderlights, or overhead spots and floods, have a preponderance of white lamps, with a sprinkling of red, blue and green lamps. Enough white light is used to wash out the colored light. In other words, the colored rays are invisible to the audience, but they are still there, bringing out all the colors in the setting.

Amber light is exceedingly popular with some directors, due to its soft attractive hue, but beware of it; it kills color, especially the blues, which turn to a muddy brown, and may ruin attractive costumes and setting.

Colored light in spotlights and floodlights is secured by using a gelatine medium in front of the lens or mouth of the equipment. This may be secured from any stage or motion picture supply house. A tougher and more durable material which is highly recommended is "transolene."

Every stage should be equipped with the following lighting equipment: a set of dimmers, footlights, borderlights or better, overhead battons with a number of baby spotlights and small floodlights clamped to them, a number of olivettes and bunchlights on standards to be used from the sides of the stage, and a good switch board. Commercial lighting equipment, however, is expensive

and a great deal of it is out of reach of the amateur group. All of this material, and much other equipment can be made very easily and very inexpensively.

Remarkably interesting, beautiful, and effective lighting may be secured by using homemade lighting

(Continued on page 45)

# Camping As a Factor in the Child's Development



Photo by Hiram Myers

An outdoor singing group at camp

THE SUMMER CAMP has become a fixture in modern life. At the first sign of spring parents begin to cast about

with a view of finding places in the great out-ofdoors where their children can spend a part of their summer vacation in wholesome recreation, accompanied by special instruction with able leadership. The companionship and genial contacts of camp life, together with the adventures of a program which fosters health and happiness amid nature lore, are ever engaging to the boys and girls.

The primary objective from a leadership point of view is to give the campers the happiest and most beneficial developmental opportunities possible. Every phase of camp life must be directed with definite standards for the individual needs of the child. Such standards include health-giving energy, nature study acquaintance, wholesome fun and social adjustment which develop self-reliance, joy of achievement, altruistic tendencies and character building. Most campers have a keen sense for evaluating camp life, and it is always well to stress the purposeful way of living harmoniously together and to encourage self-expression and initiative in selecting activities for special interests and talents.

Children arrive at camp with deep secrets hidden away in their minds as to just what they hope to do or to gain from their camp experience. Many revolt at a formal program with exact time schedule for each activity, and it is not well for

By DELITE M. MOWER
New York City

the staff to insist on rigidity or compulsion in camp activities. Instead, a varied program should include activities which challenge

worthy traditions, friendships, personal adjustments, fair attitudes, capabilities, development of skills and the appreciation of the finer things in music, literature, art, nature and human personality. With adequate counselor staff supervision can be given so that special interests can be carried on. The children can easily be exposed to the various activities. I know of no better way of adjusting children and integrating them into a program or aiding them in adopting their hobbies than through definite hobby hours.

#### Hobbies

Group division for program building proves very satisfactory. This allows all campers the same opportunities, though it is well to permit the children to choose their activities as far as possible.

There lies in every child the craving for self-expression and the opportunity for recognition. The idea of a hobby is not to do blindly what every one else is doing, but to find a special means of self-expression. In no place can hobbies be developed as they can be in camp.

The fun begins after an introduction in assembly when the director outlines the program, thus giving the campers an opportunity of comparing the activities and applying them to their needs and interests. The special department counselors are

then asked to speak and present the activities of their departments. One dramatic counselor while explaining her department said: "Today we are all going to ride hobby horses around the camp. Watch for a real masked knight on a real horse who will bring you the news as to how we shall play." Within an hour after the children had returned to their houses they saw the knight dressed in a bright red mantle come riding forth on a white horse. He carried with him the hobby hour sheet which he presented to the counselor who placed it on the bulletin board. No sooner had the knight galloped away than the children had signed on the sheet which carried the following caption:

"Hobby Hours are periods in which campers may develop their special interests. Please sign up for your hobby under department counselor. The following hobbies offer a range of choice":

NATURE LORE
Outdoor Cooking
Camp Craft
Forestry
Trees, Bird Lore
Fern Boxes
Astronomy
Gardening
Trapping
Flower Boxes
Star Charts
Labeling Trees
Totum Poles
Knots
Sparder Prints

WATERFRONT
Swimming
Diving
Life Saving
Canoeing
Rowing
Water Pageantry
Water Carnival

MUSIC
Group Singing
Piano
Operettas
Toy Orchestras
ATHLETICS
Corrective Gym

Corrective Gym Baseball Basketball Volley Ball Tennis

MISCELLANEOUS Camp Fires (various types of fires)

Photography Library Map Making Newspaper Picnics

The following instructions were issued for hobby hour:

Archery Hiking Track Meets Hare and Hound Tumbling Ping Pong Paddle Tennis

DRAMATICS Story-Telling Pageantry Circus Plays Pantomime Masquerades Shadow Graf Costuming

DANCING Folk Social Interpretive

ARTS AND CRAFTS
Art Sketching
Leather Craft
Paper Craft
Wood Carving
Kite Making
Pottery (outdoor firing)
Weaving
Decorating Indian Tepee
Rock Garden
Bird Houses
Puppets
Marionettes
Jewelry

First day campers may move from one activity to another.

Second day campers may remain at least three days in chosen hobbies.

Those especially interested may remain in the hobby hour a longer period to complete project or craft. Counselors who are in charge of each department will see that children sign up, and will assist in stimulating the creative powers of each child as much as possible.

From an administration standpoint it is always interesting to observe the groups becoming organized and adjusted. Some are large in number while others at times are very few, depending on the project. An adequate number of counselors is necessary to assist and guide the campers.

One nature study group in our camp called themselves Scouts of Adventure and decided to explore the camp, first of all to enjoy its scenic and historic beauty. The spirit of adventure was symbolized by pitching a tent in the form of an Indian tepee which the Craft Department decorated with Indian designs. During hobby hour the Dramatic Department assisted with the Indian ceremonial at the dedication. This tent was used by the Scouts of Adventure as headquarters for a nature study museum from which the Scouts went forth with eager ears and open eyes to discover specimens such as rocks, leaves, flowers, nuts, seeds, moss, butterflies, cocoons and various insects, which they studied and placed in the museum. They also held outdoor cooking groups, special camp fire parties, powwows, ceremonials and overnight hikes with astronomy talks and observations.

First aid and health talks were sponsored by this group. All campers interested were invited to join when a member from the medical staff spoke on first aid. Bandaging was demonstrated and the children learned how to make a stretcher by folding a blanket which could be used to carry an injured comrade in case of emergency.

#### Arts and Crafts

Arts and crafts play a large part in a camp

program. Many worthwhile projects of high educational and cultural value leave lasting impressions on the minds of the campers of various ages. Of utmost importance is the good comradeship which is gained by working

Miss Mower, Director of Girls' Work at Henry Street Settlement, writes here of some of the activities conducted at the summer camp maintained by the Settlement, and tells of the values she believes these activities and the experiences of camp life have for the development of the child.

and playing together. It is only by doing the thing that is liked, the thing that is an expression of their own individual and creative power, that the campers gain an appreciation of their own strength. It is through this that enduring friendships are made. Skill is acquired as curiosity and interest develop, and one triumph always leads to the next. Many times crafts open new worlds to the campers.

Little Mary, making her first marionette, achieved much as she labored long and seriously making the clay head, cloth-jointed body and dress of well-chosen colors, and finally strung the

little character and wrote the plot for the play. Mary was not always aware of the many problems which she solved nor the perseverance required. She was only absorbed in making the marionette "so it will talk and act." Extremely opposite in artistic temperament is her little friend, Sadie, who when asked by her counselor if she would not like to make a pottery bowl for her mother, replied: "Aw, I should spend my time making a pottery bowl for my ma, when I can buy one on the pushcart for a nickel. Come on, let's join up with the water carnival group. I like to swim." The little boy who builds a radio set or repairs the car toils with zest and energy, unaware of time or worries. The fun lies not in possession but in pursuit.

Art Metal Craft. Boys and girls, especially those with a degree of patience, find an inexhaustible field for exploration in creating pieces of jewelry and useful articles from German silver and pewter. In the better equipped camps, brass, copper, gold and sterling are used. Simple articles such as bracelets, letter openers and ash trays can be made from German silver and pewter. Children can make these items in two or three hobby periods, and they always show considerable pride in their accomplishments.



Photo by Hiram Myers

Can anyone doubt this camper's pleasure in mask-making? And he is only one of many!

Costumes. The making of costumes, when the campers let their imagination take wings, is always most engaging. Because they are worn only once or twice, costumes can be inexpensive but at the same time smart and colorful. The main thing is line, color and effect. Crepe paper and cotton fabrics are most useful.

An interesting camp project is preparation for International Evening when different groups dress, act and depict the festive life of people in other countries. The program begins at dinner when the campers come dressed in their costumes and each nationality is

grouped at its own table. International songs, stunts, dances and skits carry out their costumes and table decorations. Such an evening is a beautiful example of the satisfactory correlation of subjects in the dramatics, music and crafts departments. Flags of other nations always fly high about the gay dining room, and the joyous laughter of campers and staff tell a story of worthwhile endeavor.

Boys find no end of interest in mask-making, when they are to utilize their efforts for a gala party or even for decoration purposes. I remember one group of little boys who worked for days making grotesque masks to be used in an act at a birthday camp party.

Mask-Making. Every one loves to masquerade and to live, if only for a little while, in another role. The ability to paint and model helps one considerably in mask-making. Imagination is also necessary. There are a number of methods employed, but the easiest and least expensive is that of utilizing clay or old paper, or even paper toweling soaked in water to make a papier-mache solution. This, with glue, paint and varnish, can be masked on to the model and within a short time any number of clever masks may be made.

Leather Projects. These are always interesting projects in the art program. Boys and girls enjoy making bookmarks, purses, cases for various purposes, lanyards, moccasins and notebook covers. Quite often an entire camp party will return home with presents for members of their families created in hobby periods.

Other Handcrafts. One group of little girls showed remarkable ability in weaving beautiful mats and belts on hand loom frames. The design and colors were particularly interesting. Several of the group made purses from raffia; some made attractive needlework bags from yarn and fabrics. I recall one group of boys which made most fascinating toys from corks and another which created musical instruments from cigar boxes.

#### Rock Gardening

All young campers, but especially those in the adolescent age, show great interest in camp gardens. Some prefer the formal garden where beds of vegetables, berries and hardy perennials grow, but as a camp project which is to continue year after year, the rock garden ranks high. Why not let the children who come to camp from overcrowded city tenements and apartments enjoy the beauty and the adventure of building and caring for a camp rock garden?

The most suitable place for such an undertaking is a site a short distance away from the camp building on a slight slope with the south and east exposed to the morning sun. Fertile soil is a necessity. Informality must exist everywhere to be in keeping with Mother Nature and to produce a natural effect. Before the materials are brought to the location grading and drainage should be considered. Next come the plans for the paths leading to and within the garden. They should be narrow and made to ramble among the rocks in such a way as to allow the children to cultivate and care for the plants.

The carrying of rocks from a distance can be made an interesting game to the children. While building a rock garden at camp we used the following stunt: First we appointed a captain who selected a marker within range of a goodly supply of stones. Then we had the children take turns throwing the stones at the marker, which was moved nearer the garden plot. The fun continued until the pile of stones reached the garden. This was much more fun than just lugging stones from one place to another!

In placing the rocks in the garden avoid too great repetition and regularity. Only a portion of the rock should be exposed. Rocks stand for stability and permanence, so try to produce that effect. Each one should be firm enough to permit stepping on it without fear of slipping. Limestone or sandstone weather well. Best of all are field stones or stones from old stone fences.

A great deal of planting can be done by the different groups as the work progresses, since the different children will have various tasks. Sone will want to build the garden, while others prefer to plant and cultivate. It is well to have a variety of flowers, such as columbines, pinks, alyssums, saxifrages, sedums, rock cresses, portulaca, bell flowers, violets, candytuft, rock roses and nasturtiums. A portion of the garden area might contain some varieties of biennials which require two years to complete their life and bloom the second year. Perennials live more than two years and produce flowers and seeds over many seasons.

In planning the garden, children like to arrange for special features as, for example, one or two stone sun dials, a central place for astronomy observations of the stars or perhaps a very favorite and sacred spot for special council meetings.

The rock garden has a double value aside from providing a project for one season or one group of children; it can be carried on by many successors. The children may begin in the early spring in the clubs, classes or homes by making hot beds or small flower boxes where seeds are planted for transplanting at camp. This provides nature study material as a club project and carries on as a camp interest. Even in the late fall the flowers can be used for decorations for important entertainment parties or banquets.

#### Social Music and Dramatics

Music plays an important part in a camp program. Campers always look forward to assemblies when old songs are reviewed and possibly new ones learned. These usually include folk songs of various countries, Negro spirituals and camp songs. During the special group music periods operettas, choruses or just "singing together" are always a joy to the camper.

Drama is easily correlated with music, and the plays, skits and operettas often need close cooperation from the music department.

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## A Circulating Picture Club

Since the days of Benjamin Franklin there have been circulating libraries for Philadelphia to be proud of. And now the city has a Circulating Picture Club which enlarges upon the book loan idea and issues art works to borrowers, thus giving the Quaker City prominence in a fine altruistic movement. The result also has been the establishment of a unique and popular institution which is one of the first of its kind in the country.

The club maintains a lending library of original paintings by American artists. Those who love beautiful pictures may borrow them as easily as books are taken from a library. These loan pictures are chosen from the viewpoint of being "livable"; they offer innumerable opportunities to decorate and transform a home. New and larger leisure has sharpened public consciousness to the need for beauty. Requests for the loan pictures are becoming more frequent. For a nominal fee they are issued under a set of rules and regulations such as are maintained by a library.

The sponsoring organization is the Philadelphia Art Alliance, which some years ago evolved the plan of sending pictures out to annual subscribers. In less than ten years this circulating gallery of five hundred portable pictures has been transshipped to club members over a wide area, as far west as Indiana and as far east as Springfield, Massachusetts.

Those who dreamed vaguely of some day owning a fine original painting may now, through their annual membership in the circulating collection, look daily upon sunny landscapes or the rioting colors of midsummer bloom; may be companioned by delightful portraits or enjoy the stirring drama of the sea; may tranquilize the spirit with a glimpse of quiet countryside, or the majestic peace of mountains and silver lakes.

Circulation of the pictures has been intensified, especially in an area within a seventy-five mile radius of Philadelphia. The recipients include schools, clubs, libraries, recreation centers, institutions of every character, settlement houses, business offices and numerous individuals.

It costs ten dollars for an organization or individual to join the Circulating Picture Club for one year. Eight paintings or sixteen etchings may be borrowed during that period with a single canvas or two etchings, if preferred, to be re-



"Mackerel Boats," by Hayley Lever-one of the pictures hung in the annual exhibition of the Philadelphia Art Alliance.

tained for one month. In such an easy, convenient way does the organization open the door to full enjoyment of beauty where it may be savored with the joy of leisurely contemplation—in the setting of one's home. For the majority of subscribers

there is a particular satisfaction in browsing in the Art Alliance galleries housed in the aristocratic building on Rittenhouse Square. But for those members living at some distance who are unable to come personally and select their picture, special arrangements are made. Shipments are facilitated; the selection of the paintings each month is done with due regard to the needs of the member. A full risk insurance policy is carried by the Art Alliance on every picture in the club collection so that the paintings are fully covered at all times.

At the end of the month members may return the painting or etching to exchange it for another. Or if intimate association has heightened the picture's appeal so that it is completely satisfying from the esthetic point of view, a special plan of purchase will be arranged. Because of the almost universal impression that really fine art is beyond the means of the average American, it is emphasized particularly that the paintings are available at prices as low as \$25. Equally emphatic is the assurance that to borrow a picture implies no obligation to buy.

The outstanding fact in connection with the club is that a ten dollar investment in a membership will bring paintings by the best American artists into a home. More than 1,600 canvases have been accepted for lending since the club was established, representing the work of 500 artists. There are such distinguished names among them as F. C. Frieseke, John F. Follinsbee, Arthur B. Davies, Hayley Lever, George Pearse Ennis, Gustav Cimiotti, John E. Costigan, John R. Grabach, Fred Wagner, Paul Gill, Sue May Gill, Yarnall Abbott, Bernard Badura, Gertrude Hershey, W. Lester Stevens and Frank Swartzlander.

It is estimated that each picture is circulated three times and that the collection is viewed monthly by some 50,000 people. The present collection consists of 400 canvases representing the work of 250 artists.

"The inspiration and recreative value of public and private collections of painting, sculpture, prints and objects of the decorative arts is only part of the story the arts have to tell, though such inspiration and recreation were never more valuable than they are today." The American Federation of Arts.

Yarnall Abbott, chairman of the club, confidently foresees a time when throughout the United States paintings by living American artists will be circulated just as books are widely circulated by private and public libraries. "In other words, we are

on the verge of an era when appreciation and understanding of good painting will be just as universal as the present appreciation and understanding of good books," Mr. Abbott says. "This will constitute a great boon to cultural America." He points out further that the inauguration of a circulating library of pictures offers encouragement to artists in days of depression—the artist who is pretty generally forgotten and whose product is regarded as a luxury.

Each year the club purchases a half dozen or more of the paintings displayed in its annual exhibition to add to the nucleus of the first permanent circulating picture library of living American artists. Those purchases are made possible by contributions from the trustees of the Christine Wetherill Stevenson Memorial Fund, which was established in honor of the Philadelphia woman who founded the Art Alliance.

Occasionally club members have special thrills such as occurred when the Whitney Museum of American Art purchased a picture by Adolphe Borie. Many residents of small communities were gratified to learn that New York chose the very canvas they had selected themselves to grace their own walls.

Practically the entire community of Bloomsburg, Pennsylvania, visits the library each month to see the new picture. In clubs, especially in smaller towns, it is an event when the picture arrives. Sometimes there is an unveiling. Women's organizations with no permanent headquarters use a picture with its attached description and biography of the artist for discussion. Then it is passed on to the public schools where the students after careful observation write out their individual impressions of each picture. Class forums on art are organized. School children are being taken to the Art Alliance and the club galleries as a reward for good work by teachers in several schools.

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## World at Play



Hockey In Brooklyn HOCKEY has increased greatly in popularity with girls playing on the facili-

ties provided by the Department of Parks of Brooklyn, New York, according to J. J. Downing, Supervisor of Recreation. There are now seven hockey fields used by eighteen high schools, private schools and clubs. The picture shows the New York Field Hockey Association playing on October 15th against the All-Philadelphia team.

Marble Tournaments in Salt Lake City EACH spring the City Recreation Department of Salt Lake City conducts

a community-wide marble tournament which is popular and at the same time inexpensive. Boys who enter the tournament are divided into age groups. The first round is played off within each group at the school building with former students of the school as referees. The winners of the first round meet in districts comprising five or six schools where the second round is played. The winners of these semi-finals meet at Liberty Park during the spring vacation and there the championship for each group is determined.

The only expense to the Recreation Department is the printing of rules which are placed in every school and the provision of badges for the winners. Local newspapers are helpful in giving publicity.

Drama in Milwaukee's Social Centers THERE are over twenty-five local drama clubs fostered by the Extension

Department of the Milwaukee Public Schools with a total membership of over 500. Each club in turn entertains at a monthly drama tea, arranging the refreshments, decorations and programs and usually a good speaker. Over 150 young people are generally in attendance at these teas. Every year at the drama tournament one outstanding player is selected from each cast who becomes a member of the Honor City-Wide Drama Club, which now has 61 members. This group each year does a special piece of work. Last year it presented "A Winter's Tale," and this year will give "King Lear." The group also serves as a research training group as the members retain their membership in the local organization.

A Hiking Club Reports THE Minnehikers, the municipal hiking club fostered by the Park Department of

Minneapolis, Minnesota, in its 1933 Year Book reports that 5,052 people tramped 742 miles on the club's 124 scheduled hikes, while 1,951 folks attended 32 other scheduled events such as camping trips, dances, house parties, skating parties and tours. The Minnehikers have won an enviable place for themselves in the roster of hiking clubs.

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Emergency Nursery Schools — The Federal Emergency Relief Administration, in cooperation with the United States Office of Education, is establishing emergency nursery schools for children of pre-school age whose parents are needy or unemployed. The schools, which are financed by emergency education funds and direct relief funds, are being housed in vacant schoolrooms, settlement houses and similar quarters. Dr. Mary Dabney Davis of the United States Office of Education is in charge of the program. Thirty-one states either have schools in operation or have submitted plans for their establishment.

Mothers and Babies First—"Mothers and Babies First" is the slogan selected for May Day, Child Health Day 1934. It is suggested by the American Child Health Association, which is promoting the movement, that unofficial and lay organizations consult with official health and emergency relief agencies to determine in what part of the city-wide child health program they can assist most effectively. The association states that it has a limited number of copies of the 1933 May Day booklet of suggestions available at 10 cents a copy and also some free material. The address of the association is 450 Seventh Avenue, New York City.

In Oswego, New York—One thousand and eighty-seven people, or one out of every fifteen residents in Oswego, New York, played tennis last season on the seven courts provided. The summer recreation program in this community was highly successful. Attendance at the playgrounds increased greatly over last year, and activities were many and varied.

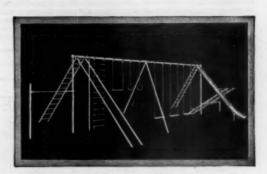
New Developments In Norfolk County, Massachusetts — In 1932, in connection with the George Washington Bicentennial, a number of municipalities in Massachusetts initiated a game plan whereby pupils of the high schools were given the opportunity to participate in city planning. So successful was the plan in Norfolk County that an appeal has been made to the teachers of the high schools to make a course in town planning a part of the community civics course for 1934-1935. It is suggested that teachers create their own course of study by the process of experimenta-

tion. By the end of the school year it is believed they will have worked out a satisfactory and practical course of study. The plan has the approval of the State Commissioner of Education and of leading town and city planners. The trustees of the Moses Kimball Fund for the Promotion of Good Citizenship will provide \$1,000 in awards for the plan. This will be divided into five awards of \$200 each which will be given the five teachers who submit the best course of study based on actual classroom experience.

The Journal of Physical Education — The Journal of Physical Education, published by the Physical Directors Society of the Young Men's Christian Associations of North America, is now being issued in new form. It is proposed to publish five numbers of sixteen pages each which will appear in September, November, January, March and June. Members of the Physical Directors Society will receive the Journal free. Membership in the association, which also includes membership in the Employed Officers Association, is \$2.00.

Louisville Goes Gardening — Last summer rock gardens proved new ways of learning leaves and plants, a bit of corner landscaping and some very good discipline for the 645 Louisville, Kentucky, playground children who piled up rocks for the fourteen gardens. They transplanted wood flowers and pilfered plants from Mother's flower boxes. They wrote poems and essays about "rocks and rills and daffodils" and made a ritual of watering the gardens. They cherished the flowers and they never threw the rocks at one another, contrary to general expectations when the experiment was begun.

Proposed Tennis Center in Stadium for Griffith Playground, Los Angeles—Construction of a municipal tennis stadium and a battery of modern cement tennis courts at the Griffith Municipal Playground is contemplated in a request for Federal public work funds made by the Los Angeles, California, Playground and Recreation Commission and on file with the Public Works Advisory Committee. According to plans submitted to the committee, the project calls for the erection of a horseshoe shaped stadium structure with a seating capacity of 5,500 people. The



## AT "A CENTURY OF PROGRESS"

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stadium would surround a tournament court on which important Pacific Coast matches could be played. Adjoining the stadium would be a battery of nine playing courts of standard dimensions brightly lighted for night play. These courts, added to existing batteries, would make a total of twenty-three cement courts in one large group. Parking facilities for 675 automobiles would be provided. According to estimates prepared by the department, the project would be completed at a cost of \$217,600, this amount to be made self-liquidating through revenues produced by the tennis center.

#### Volunteer Opportunities in the Public Recreation Program

(Continued from page 5)

Our Houston Pan Hellenic has just made a contribution for materials, and we hope C.W.A is going to furnish the labor to convert a makeshift recreation building into a combination municipal children's theater and social recreation hall.

We have a limited service bureau in our de-



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partment through which we attempt to offer plans for parties and picnics and home play-grounds, give advice in the selection of plays, skits, minstrels and operettas, lend party and picnic kits, costumes and stage properties to schools, churches, lodges and other groups from all parts of the city. A volunteer group could assume sponsorship of this service, and by concentrating upon it as we cannot, immeasurably increase its value to the city at large.

Our recreation library could be made a great instrument for good through volunteer sponsorship. It must now serve in "hit or miss" fashion, although at the moment we are indebted to C.W.A. for an efficient librarian.

Volunteer sponsorship of any single playground or community center gives it an individuality it cannot otherwise have, and is a source of great encouragement to its director.

The "faith department" in a California city demonstrated a municipal camp where any family could have a self-respecting vacation in the mountains at cost. Faith was confirmed, and that city now has three such self-supporting camps, but think of the suspense of those who braved the demonstration and what it would have meant to have had a group like yours underwrite it!

Yours is the privilege to demonstrate forward-looking municipal functions, pass them over to the community as proven assets, and pioneer again as only volunteers can.

Your natural associations give you the opportunity, by word and by deed, to inspire great public recreation memorials—a model playground after which others may be patterned in your city, an adequate playground field house, a beautiful outdoor swimming pool, or a great recreation park to go down into the centuries.

Yours is the leisure to study these things as you would bridge or golf. They will bring you a satisfaction deeper than strictly personal recreation can ever give.

#### In Conclusion

Any talent, privilege or advantage is an opportunity for service.

In your youth you took for granted rich and beautiful experiences that every human heart—especially the young human heart—craves, but that come only to the privileged few regardless of merit.

In your maturity as Junior League members you look for opportunities to share, and great joy is in store for you in the public recreation field, for your background of lovely homes, good schools, beautiful parties, charming apparel, great operas, concerts and plays, travel, visits to great art centers, has peculiarly fitted you to be the answer to the dreams of less fortunate youth, in their and your leisure hours.

Frequently the professional worker has not herself experienced life's choicest gifts; her purse is very limited as are her leisure hours. She lives under the pressure of public demand. She belongs to the many; she must travel the proven way. Public money cannot be spent for things that come slowly. She cannot fan the divine spark in the few; yet the finer things are not accomplished in herds.

You are free—in such time as you have to give—to pioneer for higher standards, for the culture of the mind, hand and soul. Your social prestige and financial security give you the power to safeguard, interpret and promote any program for public good to which you may care to commit yourself.

The bread you cast upon the waters "comes back cake," for in promoting creative leisure for the masses you are at the same time guarding and insuring your own child's happiness and culture. In rendering fine human services, you gain the spiritual satisfaction of "passing out of the moonless narrows of life into its illuminated high seas."

#### A Model Aeroplane Association and How It Grew

(Continued from page 11)

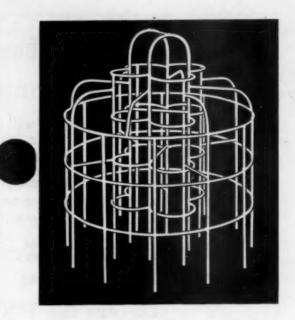
our demonstrations. Next year the new events will be a wind tunnel and a smoke screen demonstration.

The field director gives instructions and demonstrations to Chapters which meet in the evenings. Our policy is to give a demonstration to any group that is interested.

#### Other Facts

Soon after the opening of school in September we request a re-registration of all Chapters. As a result each year we have only those members who are interested. February 1st of this year we had a total of 2667 members in 217 Chapters. Before the end of the season (June) it is expected the membership will be well over 3500.

The territory covered by the P.M.A.A., in ad-



## The AMERICAN CASTLE TOWER

THE new American Castle Tower which is illustrated above is one of the most rugged and strong outdoor playground devices obtainable anywhere. It will stand the wear and tear of vigorous youth. The Castle Tower is commendable for any playground . . . . plenty of capacity, thrills, adaptability and absolutely safe. Kansas City installed seventy-eight American Castle Towers on their city school playgrounds in the fall of 1933. Write today for complete description of this interesting devices

## Increasing Preference Among Recreation Directors

The American line is complete and includes every device for practical use in parks and playgrounds. . . . . Whether it is north, south, east or west, the recreation directors will tell you that the American line of play equipment will give better satisfaction. Write today for complete catalogue, No-R-18, showing our complete line.

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dition to Philadelphia, is Eastern Pennsylvania; New Jersey, south of Trenton, the state of Delaware and the Eastern shore of Maryland.

This question has been asked of us from other cities. Our reply has always been, "Most cities of any size have among their citizens an aviator or a man interested in the science of aeronautics. Seek him out and you have the nucleus of your technical leadership."

The director of our Scale Model Division was the first boy to win a prize for model flying in America, in 1912. Since that time he has built over 1500 models, several man-carrying sail planes and was an instructor in the Aviation Corps during the war. There is absolutely no dearth of leadership for this project. A story in the newspaper will bring in the volunteers.

We have prophesied that some day one of our boys will make an outstanding contribution to the science of aeronautics. Indeed we have evidence that gives us confidence in the assertion. One of our boys is past the initial stage of developing a model that apparently has solved the principle of stabilization. The development of the midget gas motor has opened up new fields of experimenta-

tion. Two of our boys are now working on radio control of their gas ship. They declare that it is possible for their ship to carry mail and other small articles when their planes are perfected. One boy has developed a retractible landing gear on his rubber powered model. Another designed a new ship, which he has called the auto-giro military hydro-plane. This model is now in the Franklin Institute. It took him over 1400 hours to complete it.

Through our stimulation three boys have entered universities and are majoring in aeronautics. We hear that several others are planning to do likewise.

Our experience has at least justified the assertion that model aeroplane building as a recreation project is one of great promise. It has most of the elements we desire in projects. We feel that it is best to promote it during the indoor season rather than in the summer. Playgrounds without suitable rooms, without lockers and similar equipment are too great a handicap. The type of work requires a longer period of time than a short summer season. The project offers a wonderful activity for those executives who desire to promote a winter program.

#### Achieving Satisfactory Companionship

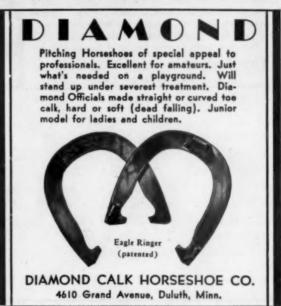
(Continued from page 16)

Thus, in the process of issuing admission cards, the university could build up a card index containing data about its guests. The outside element could be systematically increased by additional invitations, whenever the actual attendance fell off and revealed room in the hall for additional guests. Certain co-operating institutions such as churches, social settlements, and other organizations devoted to the welfare of young people, could also be given the privilege of nominating persons to receive invitations to these assemblies. In this way the opportunity could be more definitely opened to individuals who had a special need of it. This element should, however, never be allowed to become large enough to "queer" the occasion in the eyes of the students or the other outside guests.

Dealing with the Outside Guests. Two lines of treatment could be followed: (1) floor observation and suggestions, and (2) correspondence. On the floor, during the games, members of a staff assigned to this service could be on the lookout for young people who seemed to be "wallflowers" or out of things. Staff members could engage such persons in conversation, and introduce them to other backward individuals or make simple suggestions regarding obvious difficulties. These persons could be orally informed of the various instructional opportunities offered by the university. Especially, their attention could be directed to a special personal counseling service that had been set up and was available for a small fee.

In addition, circular letters could be sent out to the guests, "putting over" the philosophy of a successful social life and pointing out the wide opportunities for personality development which the university affords. An offer could be made to start a new class in any particular subject that was desired if a sufficient number asked for such instruction. The guests might be further informed about the personal counseling service, the kinds of problems covered and the fees required. The effect of these letters would be to bring young peo-





ple into the classes of the university, and the responses from them would be a guide in developing those courses which would be of greatest help in solving their individual and social problems.

General Effect. The series of assemblies would have a fine effect upon student morale and esprit de corps. Especially would they be beneficial in those colleges having many extension courses and many students not members of the regular classes. The programs would be an excellent way of displaying the products of university work to prospective students. Properly conducted, this new feature of university life would be of great value to both the young people attending and to the institution which played host to them.

Administration. This work would need to be placed in competent, specially trained hands. It should have a director of professorial calibre and rank who was an expert in social work, the conduct of recreational activities

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Graduate courses in Health and Physical Education leading to standard degrees. Undergraduate courses leading to baccalaureate degree. Special courses in Athletic Coaching for men and women.

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For Special Bulletin address Director of Summer Session

The Pennsylvania State College State College, Pa.

and was besides something of a "showman." The music and the programs should be byproducts of university work and should occasion no expense. There would be simply the cost of such staff as was engaged specially for this work, the correspondence and printing, and the slight additional cost of building administration. These costs should be more than covered by the new students brought in by this activity.

## The New Leisure—A Curse or a Blessing?

(Continued from page 27)

make people let themselves go, follow their own bent, do something they really like to do, something which grows by what it feeds upon, and does not need the stimulus of popular favor. Notice how quickly the popular amusements dry up soon as the fad phase passes. The country is blistered with rotting Tom Thumb golf courses.

The only organization we have that has the equipment and the vision to wean us from amusements that take so much and give so little is the National Recreation Association. For years it has worked at helping people play. Like all public-good enterprises supported by private benefactions, it lacks money. But more than that, it lacks vogue, public acceptance, popular leadership. It would be timely if at this moment it could receive the stimulus of new funds, to make it one of the major activities for recovery, receive the ballyhoo now being lavished on NRA, and turn the national mind toward excited interest in what we are going to do with the new leisure when we get it. For second only to recovery itself is this tre-

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mendous matter of turning the natural recreation urge into new channels, teaching people how to live to the full extent of their beings.

Another force that can be counted on to contribute is business itself. People freed so many additional hours from work are consumers, and they will become consumers of the equipment of leisure. And business will teach them new tricks for the reward of selling them the paraphernalia. Already a house manufacturing woodworking tools for amateurs is carrying on a promotional movement that has opened workshops in the homes, barns, garages, woodsheds, cellars and attics of thousands of professional and business men who hasten to their ateliers after hours with all the eagerness of boys let out of school.

Government may be interested and ought to be interested. Play is going to be as important as work and may have greater and farther reaching effects on society. It is significant that the administration of the Civilian Conservation Camps has included games and sports as part of its program, and that the NRA is giving some attention to the leisure occupations of the many its pacts will release to more spare time. There is danger in this of too much regimentation. We do not want mass recreation—the whole nation doing the same thing, a few enthusiasts following their bend, and the crowd following the enthusiasts. We do not want every one to take up gardening, or to play football, or to collect postage stamps, but some doing each, according to their natures and what appeals to them most. There will always be enough of the same mind to create a community of interest. Besides, there are always the social pursuits which require cooperation, which will draw the socially inclined together in their leisure moods.

It should not be forgotten that play is the end of life—is life. Work is a means to an end; the end is play; that is, living. What we do with our lives in our own time is what matters. Play should never appear as a duty, but as something pursued joyously, spontaneously, with enthusiasm, to give color and richness and meaning to life.

#### Fletcher Farm Invites You!

(Continued from page 28)

- 2. Discussions and demonstrations of the following subjects and activities:
  - a. Methods of leading various kinds of groups in singing or in playing, with special regard for ways of developing rhythm, tone

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- quality, etc., and a real grasp and love of the music.
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- c. Music in the home.
- d. Music in granges, 4-H clubs, county and state fairs, as well as in urban groups.
- e. The possible relationships between school music and life ouside of schools.
- f. Organization of community musical groups.
- 3. The making and playing of really musical flageolets and flutes made of bamboo.
- 4. Singing games and English and American country dances. If time permits, a study will be made of at least one great orchestral composition to see how valuable preparation for listening to fine radio and other concerts can be.

Note: Persons attending the Institute may select whatever activities are of most interest to them,

#### How to Produce a Play

(Continued from page 30)

equipment. The writer, in this brief series of articles, has neither time nor space to describe the making of lighting equipment.

Whether using homemade or commercial equipment the producer is warned of fire hazards. Lighting equipment should be kept away from inflammable material. The stage should have plenty of outlets, so as to avoid loose cable back stage. Wires should be heavy enough to carry the load required of them. Fuses should be heavy, so as not to be blown out. Fire extinguishers, or pails of water and sand, should be at convenient points back stage. The stage manager enforces the rule of nearly all theaters, "no smoking back stage."

Doors and exits in the house are marked by a dim red light.

Careful and effective lighting plays a great part

### SWIMMING POOL DATA AND REFERENCE ANNUAL

#### 1934 Edition

(formerly Notable Swimming Pools and Guide to Equipment and Supplies)

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## Camping As a Factor in the Child's Development

(Continued from page 34)

#### On the Athletic Field

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and field days in which large numbers participate are most popular. Various kinds of hikes are planned.

#### Swimming

Water front practice is one of the very favored activities in the camp, and is far-reaching in its values. Safety is first consideration, and the instructor should be a licensed life saver. Swimming is great exercise, developing long flexible muscles, body symmetry, vigor and balance. Fear complexes are easily overcome with the right training. Campers enjoy developing different skills, such as learning to dive and to master the art of life-saving. From swimming one can lead out into many water front activities, such as carnivals, pageants, various meets, row boating, canoeing and sail boating.

To spend a portion of summer at camp is one of the greatest experiences that can come into the life of a boy or girl. Memories of the fellowships developed are sustaining influences which persist throughout life.

The summer camp should be run for adventureseeking, forward-looking and imaginative youth, with the highest possible standards ever in the foreground, and with the development of individual qualities paramount. When this is the goal, organized camping fulfills a worthwhile purpose.

#### A Circulating Picture Club

(Continued from page 36)

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#### Planning and National Recovery

Published by National Conference on City Planning, 130 East 22nd Street, New York. \$3.00.

This volume contains the proceedings of the twenty-fifth National Conferences on City Planning held jointly with the American Civic Association at Baltimore, Maryland, October 9 to 11, 1933. The addresses are classified under the following general headings: Planning and National Recovery; Large-Scale Regional and Rural Land Planning, and Slum Clearance and City Planning.

Alfred Bettman in his presidential address, "City and Regional Planning in Depression and Recovery," said: "A period of depression is a period of challenges of values, demands for justification of that which the communities have built or propose to build. A depression period is, consequently, one which peculiarly needs to nurture and apply the principles and techniques of what we call planning. . . . Where there is understanding of planning, belief in it, consciousness of its significance, theoretically depression should result in the preservation and increase of appropriations for city and regional planning rather than their destruction or decrease."

#### The Appalachian Trail

Issued by the Appalachian Trail Conference, 901 Union Trust Building, Washington, D. C. \$.25.

OUTDOOR ENTHUSIASTS and hikers, especially those in eastern states, will welcome this booklet telling of the Appalachian Trail project described as "a mammoth amateur recreational project almost entirely the result of voluntary efforts of outdoor organizations and interested individuals." In addition to a detailed description of the trail, which now extends over 2,000 miles through fourteen states from Maine to Georgia, the booklet gives a history of the trail, its route, guide book date, and a bibliography.

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#### Planning and National Recovery

Published by National Conference on City Planning, 130 East 22nd Street, New York. \$3.00.

This volume contains the proceedings of the twenty-fifth National Conferences on City Planning held jointly with the American Civic Association at Baltimore, Maryland, October 9 to 11, 1933. The addresses are classified under the following general headings: Planning and National Recovery; Large-Scale Regional and Rural Land Planning, and Slum Clearance and City Planning.

Alfred Bettman in his presidential address, "City and Regional Planning in Depression and Recovery," said: "A period of depression is a period of challenges of values, demands for justification of that which the communities have built or propose to build. A depression period is, consequently, one which peculiarly needs to nurture and apply the principles and techniques of what we call planning. . . . Where there is understanding of planning, belief in it, consciousness of its significance, theoretically depression should result in the preservation and increase of appropriations for city and regional planning rather than their destruction or decrease."

#### The Appalachian Trail

Issued by the Appalachian Trail Conference, 901 Union Trust Building, Washington, D. C. \$.25.

Outdoor enthusiasts and hikers, especially those in eastern states, will welcome this booklet telling of the Appalachian Trail project described as "a mammoth amateur recreational project almost entirely the result of voluntary efforts of outdoor organizations and interested individuals." In addition to a detailed description of the trail, which now extends over 2,000 miles through fourteen states from Maine to Georgia, the booklet gives a history of the trail, its route, guide book date, and a bibliography.

#### Athletic Handbook of Women's Games- 1933-1934.

Prepared by Subcommittee on Athletic Games of the Women's Rules and Editorial Committee of the A. P.E.A. American Sports Publishing Company, New

The revised Athletic Handbook contains many games for fall and winter use in the gymnasium and recreation room, as well as out-of-doors. There are descriptions of team games of proved popularity and easy organization which are in themselves satisfying as well as usable in elementary and high schools in learning skills for some of the more difficult team games. Among these games are long ball, soccer, baseball and Newcomb. For those not fitted for or interested in vigorous team games are directions for playing games of an individual type which may be used as recreation in after school years, such as table tennis, Badminton, deck tennis and American handball.

#### "Kit" 36.

Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. \$.25

"Kit" 36 contains directions for making equipment for Hexa, indoor box hockey, indoor tether ball and table shinny. In addition, there are directions for twenty-five group games and a number of rhythmic activities, In this issue of the Kit Mr. Rohrbough makes the announcement that on account of the demand for models of games and puzzles for use in game shop projects arrangements have been made with various mountain schools and unemployed craftsmen to construct a number of games at little cost. Further information regarding this may be secured from Mr. Rohrbough.

#### Play-Readings.

Selected and edited by Louise M. Frankenstein. Samuel French, New York. \$150.

The scenes and speeches from well-known and for the most part modern playwrights brought together in this collection may be used not only for practice in dramatic classes but for radio auditions and screen tests. table of contents is arranged by character to simplify the location of just the scene which fits the individual case. This device makes the book readily usable. The selections were made after consultation with drama school directors and officials of both radio broadcasting and moving picture companies.

#### Growing Beauty.

By Nathalie Moulton Worden and Ernestine Perry. Published by National Highway Beautification Council, 60 Sherman Street, Springfield, Massa-

This school study and activity outline is organized around its own theme-appreciation of outdoor beauty and responsibility for its preservation and creation. It is not offered as an additional subject but presents a wealth of resources in units of work to enrich the courses in nature. English and social studies. Activities which may be undertaken by children from first grade through junior high school are carefully outlined to assure actual achievement. Factual material appears in an appended statement which also includes related poems and music, stories of actual projects undertaken by boys and girls, and a bibliography of stories and informational material. The outline offers unusual material in nature appreciation which cannot fail to be of interest to recreation workers.

#### Happy Journeys to Yesterday.

By George A. Hastings. G. P. Putnam's Sons, New York. \$200.

In these brief journeys the author, who has been a farm boy, teacher, newspaper writer, social worker and member of a president's secretariat in the White House, deftly recreates the setting and the pleasures of simpler days. We revisit with him the circus and the county fair; we renew acquaintance with country hotels and town halls; we go fishing and "tap" the sugar-bush. Whether we grew up in the country or the city, these leisurely journeys along the road of recollection will have their appeal.

#### Municipal Index and Atlas.

American City Magazine Corporation, 470 Fourth Avenue, New York. \$5.00.

The tenth annual edition of the Municipal Index, like its predecessors, is a practical reference book for city, town and county officials, engineers and others concerned with local government. There are maps and city lists, directories of municipal officials and data on the various services of government. One section is devoted to parks, playgrounds, swimming pools and airports.

#### Money Raising Parties.

By H. D. Edgren, George Williams College, 5315 Drexel Avenue, Chicago, Illinois. \$.20.

Thirty-seven plans for raising money are outlined in this mimeographed bulletin which offers new ideas for collecting money, for sales and bazaars, entertainments, selling articles, and social programs and parties.

#### My Book of Parties.

By Madeline Snyder. Doubleday, Doran & Company,

Inc., Garden City, New York. \$2.00.
For five years Miss Snyder, the author, has directed the Children's Entertainment Bureau in New York City, an actual "party factory" where parties are planned and given. This book represents the "party factory" in print. It is a workable guide to all kinds of entertainment for children describing in detail games and parties which have been tried and tested, among them a Mad March Hare Party, a Silhouette Party, a Bird Higration Party, a Pirate and a Gypsy Trail Party, and impromptu and rainy day parties.

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